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ABSTRACT

The first of two guides provides general program information and suggested activities for the elementary level gifted and talented program of Harrisburg, Illinois, and the second guide provides materials and forms used in the independent study component of the program. The introduction to the general guide discusses the philosophy of the program, areas of giftedness, and stages in program development. The second chapter describes the following specific programs within the enrichment program: awareness workshop in reading enrichment, language arts enrichment workshop, children's visual and performing arts workshop, creativity workshop, independent study, basic thinking skills, and creative writing workshop. The next chapter contains worksheets and criteria for identifying gifted children for the various programs. Specific activities for the various programs are described in the fourth chapter. The final chapter includes forms for program evaluation and student achievement by parents, students, and teachers. The second guide includes independent study materials including: a brief program description, student identification for independent study/teacher checklist, learning styles inventory for students, independent study evaluation form, student evaluation form, parent evaluation form, sample letter to parents, independent study contract, study daily log, worksheet on using the library, a list of topics for beginning independent study pupils, a guide for an interview project, topics for advanced independent study, research ideas, a historical research contract, advanced research topic suggestions, the independent study group project guide, creative book reporting ideas, and questions for interviews. (DB)

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PROGRAM FOR THE

GIFTED/TALENTED CHILD

HARRISBURG COMMUNITY UNIT #3

HARRISBURG, ILLINOIS

DECEMBER, 1978

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PREFACE

The materials found in this guide have been used in the Gifted Program in the Harrisburg Community Unit #3 schools or are being used in the Gifted Program at present.

PROGRAM FOR THE GIFTED AND TALENTED CHILD

HARRISBURG COMMUNITY UNIT #3

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CHAPTER I

INTRODUCTION

PROGRAM FOR THE GIFTED AND TALENTED CHILD
HARRISBURG COMMUNITY UNIT #3
HARRISBURG, ILLINOIS

> The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying them afterwards.
>
> — Anatole France

PHILOSOPHY OF GIFTED/TALENTED

A fundamental goal of the people of the state of Illinois and of the Harrisburg School System is the educational development of all persons to the limits of their capabilities. The Illinois Gifted Program and the Harrisburg School system is supportative of this philosophy, and it believes that gifted children have exceptional educational needs. Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the following six areas of human endeavor to the extent they need and can profit from specially planned educational services.

AREA OF GIFTEDNESS

General Intellectual Ability: The child's intellectual ability is so superior to other children in the school that his educational needs are not being adequately met by the standard education program.

Specific Academic Aptitude: The child has an aptitude in specific subject area that is so superior to the aptitudes of the other children in that specific subject area that his educational needs are not being adequately met by the standard education program.

Creative Thinking and Production: The child tends to engage in divergent thinking that results in unusual responses to conventional tasks, which significantly affects his ability to learn within a standard program.

Leadership Ability: The child exhibits exceptional leadership ability to where he not only assumes a leadership role, but also is accepted by others as a leader in such a manner that his educational needs in this respect are not adequately met by a standard program.

Visual and Performing Arts: The child is recognized by his outstanding production in graphic arts, sculpture, music, or dance as superior to, and beyond the means of, the average person so that his educational needs are not adequately met by a standard program.

Psychomotor Ability: The child displays physical and mental coordination so superior to the other children that his educational needs in this respect are not being met by a standard program.

STAGES IN PROGRAM DEVELOPMENT

Assessment of needs of district, school and community and of resources

Prior to the initiation of any program in the Harrisburg School system, the needs of the district and students are considered. In most cases, prior to the start of a new gifted program, a committee of teachers are selected to help establish guidelines for the program and to aid in identification, program planning, assessment, and evaluation.

Program Selection

The areas of giftedness, types of programs offered, grade levels, and materials used in program selection are based upon the needs assessment and committee and/or gifted coordinator's recommendation. Intra classroom programs to be considered when planning a program are independent study, tutoring, correspondence, cluster grouping, special regular classes, ungraded classroom, and supplemental activities. Extra-classroom prototypes are special interest groups before, during, or after school, seminars, community mentoras, advanced placement for part of the school day, counseling, tutoring, correspondence, teaming, resource centers, independent study, and off-campus enrollment.

Program Identification of students

The identification process for gifted/talented children shall meet these standards

1. The process must compare the gifted student's abilities to that of others in the Harrisburg population.
2. The process must establish a set of at least three criteria in which to identify pupils in the program.
3. The process must establish specific cutoff points when standardized tests are used.
4. The process must indicate that the criteria for selection has been applied equally to every child in the district.

Program Implementation

Prior to the start of a gifted program, students are presented with an explanation of the program. Gifted programs are optional to the students and if the student wants to be in the program, a letter is sent home to the parents inviting them to attend a parent meeting, at which time the program is explained at length. If parent permission is received, then the child is placed in the program.

Program Evaluation

Grade cards, certificates, student, teacher, and parent evaluations are a part of the evaluation process, which is a continual process. Additional evaluation instruments could be used depending upon the type of program implemented.

CHAPTER II

ENRICHMENT PROGRAM DESCRIPTION

GRADES 2-6

PROGRAM TITLE: AWARENESS WORKSHOP IN READING ENRICHMENT
AREA OF GIFTEDNESS: Specific Academic, Content Reading
Grade level: Grade 2
Number of students: Approx. 35 who were identified as talented in area of reading
Structure of workshop: 15 of the above pupils to come on a day basis, for three ½ days
Identification process: Teacher checklist, IQ (above 115), Reading achievement test (1.5 years above grade level)

PROGRAM OBJECTIVES: To acquaint students with a learning resource center
To introduce students to book report techniques
To introduce pupils to the Controlled Reader
To present puppetry as a media for dealing with expression in reading.

METHOD OF IMPLEMENTATION: Day 1 Library Awareness

Prior to coming to the workshop, all pupils were asked to bring a library book which they have previously read.

A. General overview of workshop
B. Visit to the library
C. Three stations set up in the library: Video-tape, tape recorder, and filmstrip station.
D. Students will rotate to each station (approximately 15 minutes at each station with five pupils per station.)
   1. Video-tape station: Present pupils with puppet play, which student will read, act out, and then see themselves on VTR.
   2. Tape recorder station: All students will select favorite parts of the library book brought and read with expression into tape; then play back.
   3. Filmstrip station: Each student will view individually child's filmstrip which must be read for further discussion.
E. Return to classroom: Summary of filmstrip read, discussing favorite parts. Talk about puppet play read and how we will use it the third day. Introduce book report awareness by showing pupils ways in which they can give a book report using creative techniques rather then traditional methods. Each child will bring to the next session a creative method of making book reports.

Day II: Media/Awareness (Aids to improve reading)

A. Show/tell book report methods from previous day
B. Introduce the Controlled reader and use with students to show them how this might improve their reading.
C. Introduce puppetry as media for dealing with expression in reading. Talk about voice utilization in expression and use tape recorder.

Day III: Reading expression awareness

A. Work with puppetry as previously introduced, using voice expressions. Tape record puppet play and use video-tape for all to see
B. Read "The Grumpy King" with students participating in sound effects and writing their own play with sound effects.

EVALUATION: Student, teacher, and parent evaluation

PROGRAM TITLE: LANGUAGE ARTS ENRICHMENT WORKSHOP
AREA OF GIFTEDNESS: SPECIFIC ACADEMIC, CONTENT, LANGUAGE ARTS
Grade level: Grade 3
Number of students: Approx. 35 who were identified as talented in area of Language Arts
Structure of workshop: Students will be released ½ day weekly for three weeks to attend the workshop
Identification: Teacher checklist, IQ (above 115), Language Arts achievement test (1.5 years above grade level)

PROGRAM OBJECTIVES: To give students who are talented in the area of Language Arts an opportunity to work together
To supplement the Language Arts areas of reading, listening, speaking, and writing
To introduce the students reference skills and use of the library

METHOD OF IMPLEMENTATION: Day I: Language Arts areas: Writing and Speaking

A. Introduce poetry--Haiku, Cinquain. Prepare Haiku with filmstrip and narration.
B. Write creative story based on "Who, what, when, and where." Select puppets to act out story. Put story on tape and have students act out puppet show.
C. Tour library in preparation for next week.

Day II: Language Arts areas: Reading, Reference Skills, Listening

A. Review with class how to use card catalogue, vertical file, Dewey Decimal numbers, etc.
B. Give student task sheet to do in the library, using the card catalogue, etc.
C. After students are through with task cards, they may select a book for reading by next week. Each person will be able to bring in two items prepared from the book report section.
D. Letters to parents will go home explaining the day's activities.
E. Listening: Students will be introduced to listening skills in the areas of Speakers purpose, Inferences, Details, Main idea, Sequence. Exercises in each of these areas will be used with pupils.

Day III: Language Arts areas: Listening and Reading, Reference Skills

A. Continue with listening skills.
B. Students will share book reports with the class.
C. Additional library task cards will be given with pupils performing the task.

EVALUATION: Students, parents, and teacher will fill out evaluation checklist.
Presentation of certificates to pupils.

PROGRAM TITLE: CHILDREN'S VISUAL AND PERFORMING ARTS WORKSHOP
AREA OF GIFTEDNESS: VISUAL AND PERFORMING ARTS
Grade level: 3
Number of students: Approx 45 who were identified as talented in area of Visual/Performing Arts
Structure of Workshop: Student will be released ½ day weekly for six ½ days, i.e., Monday, Wednesday, Friday, Monday, Wed., Friday
Identification: Area Art: Art audition with teacher checklist, Classroom teacher checklist, Peer group identification,
Area Music: Music audition with checklist, classroom teacher checklist, peer group identification checklist
Area Drama: Drama audition, classroom teacher checklist, peer group checklist

PROGRAM OBJECTIVES: To give gifted/talented pupils in the area of the visual/performing arts an opportunity to work together
To provide students an opportunity to work with peers
To stimulate in children creative and imaginative activities
To provide a learning climate which stimulates initiative and creativity
To provide challenging activities for students gifted in the visual/performing arts

METHOD OF IMPLEMENTATION: ART Day I: Drawing unit, clay modeling
Day II: Sculptured marks using celluclay, Collect materials for nature prints
Day III: Finish marks, Nature prints
Day IV: Finish nature prints, Photograms
Day V: Fieldtrip
Day VI: Finish incomplete work, tempera painting, evaluation

MUSIC: Day I: Introduction, sing old and new songs, introduce instruments, folk dancing
Day II: Discuss talent show, listen to classical music, folk dancing
Day III: Demonstration of folk instruments, listen to broadway musicals, folk dancing
Day IV: Listen to Junior High band, practice for talent show, write lyrics
Day V: Field Trip
Day VI: Sing, musical feelings, review dances, talent show

DRAMA: Day I: Sharing, space, movement, pretend, anything can happen
Day II: Sharing, space, movement, pretend, pantomine
Day III: Sharing, space, movement, pretend, guest
Day IV: Sharing, space, movement, pretend, library shelf
Day V: Field Trip
Day VI: Space, movement, pretend masks

EVALUATION: Students, parents, and teacher will fill out evaluation checklist, certificates presented to pupils.

PROGRAM TITLE: CREATIVITY WORKSHOP

Area of giftedness: Creativity
Grade level: Grade 4, 5, 6
Number of pupils: Approx. 50-70 pupils who were identified as talented in area of Creative Thinking
Structure of workshop: Students will be released ½ day weekly for six ½ days, program to run six weeks
Identification: Peer identification worksheet, "Picture from squares" activity checklist Teacher Creativity checklist

PROGRAM OBJECTIVES: To provide pupils talented in area of creativity an opportunity to work together in producing final creative products
To acquaint students with the components of creativity: fluency, flexibility, originality, elaboration,; curiosity, risk-taking, imagination, complexity
Materials used: Frank E. Williams Creativity Kit

METHOD OF IMPLEMENTATION: Day I: Poster, "About Me". Explain components of creative thinking, present oral example. Writing: Put three ideas together and write story. Mystery box: Decide on mystery and solution. Writing: Poetry, Cinquain
Day II: Collect work from Day I Drama: Read "Night" Writing: Haiku, Cinquain. Thinking: Think Links game. Crazy February game, Creative writing. Day III: Creative arts: Imaginative pictures. Film, "Haiku" Film "Rock in the Road", discuss feelings, main character, etc. Writing: Posters, discuss and title. Listening: Listening to advertisements. Day IV: Films: "A Fable" Writing: Make own filmstrip from poems. Feeling: Talk about feelings for music, etc. Writing game: ABC roll Day V: Guest pulgar cave men ideas. Day VI: VTR: Story of "King" Drama: Charades. Writing: Tape filmstrips of Cinquain, etc.

EVALUATION: Creativity grade card, parent, students, and teacher evaluation, presentation of certificates.

PROGRAM TITLE: INDEPENDENT STUDY
AREA OF GIFTEDNESS: GENERAL INTELLECTUAL ABILITY AND SPECIFIC ACADEMIC
GRADE LEVEL: Grades 4, 5, 6
Number of students: Approx 60-75
Structure of program: 1 semester of ½ year, or one complete year
Structure of workshop: Students come on ½ day basis, 10 to 14 in a group
Identification process: Teacher checklist, IQ (115), Reading achievement (1.5 years above grade level), Learning Styles Inventory

PROGRAM OBJECTIVES: The student will use competently the card catalog, the Readers Guide to Periodical Literature, and the vertical file.
The student will locate all books, periodicals, reference materials, filmstrips records, and other audio-visual materials pertinent to his area of study. The student will demonstrate the use of filmstrip equipment, tape recorders, and record players.
The student will know how to take notes from at least eight sources from materials read or observed.
The student will know how to assimilate notes into research papers of up to five pages in length.
The student will demonstrate these writing skills when preparing written assignments: Completion of work legibly, organization of materials, assimilation of bibliography, preparation of readable grammar and spelling.
The student will interview persons who have knowledge in areas of the student interest.
The student will display knowledge of research by employing one of the techniques below (in addition to completing a research paper):

- Preparation of a comparative chart of how two things are alike or different.
- Graphing some part of a study to show change, growth, how many, or how few, etc.
- Preparation of a 5-10 minute demonstration with objects to show.
- Composition of a two-three page poem or play about the area of study.
- Building a model showing something pertinent to the area of study.
- Taking slides from books and showing a slide presentation to the class with narration.
- Collecting facts and ideas which are important about the area of study.
- Preparation of a picture collage of the area of study.
- Preparation of a survey of opinions, feelings, reactions of others to some fact, idea, or feature of the study.
- Preparation of a puzzle, gameboard, etc. of the study.
- Preparation of a puzzle, or teach a 5-10 minute lesson on the study.

The student will identify materials read by preparing a bibliography.
The student will compose speeches based upon areas of study to be performed before groups of peers, parents, and other outside groups.
The student will demonstrate these oral skills when giving oral presentations:

- Using proper grammar
- Organizing materials logically
- Displaying poise
- Keeping the audience interested
- Displaying knowledge of materials

The student will understand and use contracts when studying areas of choice.
The student will establish a method of evaluation for his study.
The student will originate his own creative product whether it be in the area of creative writing, art or drama.
The student will become more responsible by setting own goals and organizing time.
The student effectively will work independently, as well as with peers, in areas of his choice.
The student, upon choice, will develop film and operate the Video-tape recorder.
The student, upon choice, will operate the cameras, take slides, and prepare slide-tape presentations.
The student, upon choice, will create his own slides, and transparencies based upon knowledge of his research.
The student, upon choice, will compose and construct puppet theaters with puppets and plays based upon subject researched.
The student, upon choice, will create radio plays with script, sound effects, background music, etc. based upon subject researched.
The student, upon choice, will write and illustrate an original composition, preparing it in book format in excess of ten pages.

METHOD OF IMPLEMENTATION: Each day the student attends class, more responsibility will be given the student in regard to independence. The initial meeting with the student will deal with library usage, note taking, and other phases of the library. A contract is introduced to the pupil and after working with three to four contracts, (covering a period of 3-4 months,) the student is then ready for a complete contract of his own. The first contracts are teacher monitored and deal with basic research through books, encyclopedias, vertical file, atlases, and other materials in the library. Eventually audio-visual media is introduced in the future contracts, where students have to use filmstrips, tapes, movies, etc. in their research. Interview is usually introduced during the third contracts, interrelated with the usage of books and other materials in the library. Finally complete independence comes after the fourth contract, where the pupils selected the study of his choice, implementing some of the process listed above.

EVALUATION: Students will be given grade cards, student evaluation of the program. Parent and teacher evaluation of the program will also occur.

PROGRAM TITLE: BASIC THINKING SKILLS
Materials used: Basic Thinking Skills, by Anita Harnadek
AREA OF GIFTEDNESS: Creative Thinking
Grade level: Grade 6
Number of students: Approx 20-25
Structure of workshop: Approx 10 of the students to come on a ½ day basis for a period of four weeks. In most cases weeks will alternate
Identification process: Basic Thinking Skills Checklist, Overall total battery on achievement test 1.5 years above grade level, overall total math achievement test (1.5 years above grade level)

PROGRAM OBJECTIVES: To sharpen pupils thinking skills
To improve reading comprehension
To improve oral discussion in sharpening thinking skills making the skills more transferable to other disciplines.
To improve math concepts, reasoning, and logic concepts

METHOD OF IMPLEMENTATION: Students will be presented the materials in class and then assigned a packet of from 18 to 24 exercises to complete during the week in their own classrooms. These packets will be brought back to class, discussed, and introduction of new materials will be presented. The same procedures follows each class session, with an introduction of materials, collections of packets, and assignments of new packets.

EVALUATION: Students work will be monitored by the teacher as well as the classroom teacher. Certificates will be presented to students upon completion of the program.

BASIC THINKING SKILLS PROGRAM GRADE 6 HARRISBURG COMM. UNIT #3

Materials: Basic Thinking Skills Series, by Anita Harnadek

SESSION I

BOOK ANALOGIES A

A. Orally Set 1 (12)
B. Orally Set 2 (12)
C. Orally Set 3 (12)
D. Orally Set 4 (12)
E. Orally Set 5 (12)
F. Orally Set 6 (12)

HW: Set 1 (16-25)
Set 2 (16-25)
Set 3 (16-25)
Set 4 (16-25)
Set 5 (16-25)
Set 6 (16-25)

BOOK THINK ABOUT IT

A. Orally # 1,2,3,4,5,15,16

HW: Mind-Benders

(Bk A-1)	(A-2)
#15	#3
#14	#2
# 8	#10

BOOK MIND-BENDERS A-1

Show how to chart, ie. #13

BOOK WHAT WOULD YOU DO?
TRUE TO LIFE OR FANTASY

Open discussion
A. Orally p. 1,2 (What Would you Do)
B. Orally p. 18, 19, 20, 21, 22 (Fantasy)

BOOK ANTONYM AND SYNONYMS

A. Orally Set 1 (1-10)
B. Orally Set 2 (1-10)
C. Orally Set 3 (1-10)
D. Orally Set 4 (1-10)
E. Orally Set 5 (1-10)
F. Orally Set 6 (1-10)

HW: Set 1 (16-25)
Set 2 (16-25)
Set 3 (16-25)
Set 4 (16-25)
Set 5 (16-25)
Set 6 (16-25)

BOOK CONSERVATION

Open discussion #1-4

BOOK PATTERNS

Open discussion (1-4)

HW: #5, 6, 7, 8, 9, 10

TOTAL HOMEWORK PACKET: 24 Handouts

BASIC THINKING SKILLS PROGRAM GRADE 6 HARRISBURG COMM. UNIT #3

Materials: Basic Thinking Skills Series, by Anita Harnadek

SESSION II

BOOK ANALOGIES B

A. Orally Set 1 (1-10)
B. Orally Set 2 (1-10)
C. Orally Set 3 (p. 15-17)
D. Orally Set 4 (p. 22-25)
E. Orally Set 5 (p. 28-31)

HW: Set 1 (21-30)
Set 2 (21-30)
Set 3 (p. 20,21)
Set 4 (p. 26,27)
Set 5 (p. 32,33)

BOOK THINK ABOUT IT

A. Orally #6, 7, 8, 9

HW: Mind-Benders BOOK A-2
#1, #4, #5, #11, #12, #13

BOOK WHAT WOULD YOU DO?

Open discussion
A. Orally p. 3,4,5 (What would you do)
B. Orally p. 2,3,24,25

BOOK ANTONYMS, SYN., SIM., DIFF

A. Orally Set 1 (1-10)
B. Orally Set 2 (1-10)
C. Set 3 (1-10)
D. Set 4 (1-10)
E. Set 5 (1-10)

HW:
Set 1 (21-30)
Set 2 (21-30)
Set 3 (21-30)
Set 4 (21-30)
Set 5 (21-30)

BOOK MISCELLANEOUS, ETC.

ORALLY #1-14

BOOK PATTERNS

Orally p. 28,29
14-23

HW: p. 22,23
p. 31 (#24-28)

BOOK CONSERVATION

Orally #5-8

TOTAL HOMEWORK PACKET: 18 HO

BASIC THINKING SKILLS PROGRAM GRADE 6 HARRISBURG COMMUNITY UNIT #3

Materials: Basic Thinking Skills Series, by Anita Harnadek

SESSION III

BOOK ANALOGIES C

A. Orally Do Set 1 (1 & 2)
B. Orally Do Set 2 (1 & 2)
C. Orally Do Set 3 (1 & 2)
D. Orally Do Set 4 (1 & 2)
E. Orally Do Set 5 (1 & 2)

HW: Set 1 (5 & 6)
Set 2 (5 & 6)
Set 3 (5 & 6)
Set 4 (5 & 6)
Set 5 (5 & 6)

BOOK CONSERVATION

HW: 13, 14, 15, 16, 17, 19, 20

A. Orally 9-12

BOOK MISCELLANEOUS

HW: pp. 31-32

A. Orally 7-10
B. Orally 27-29

BOOK WHAT WOULD YOU DO?

A. Orally p. 6-11
B. Orally p. 26-29

HW: Mind Benders
A-2
#14, 15
Mind Benders
B-1
#2, 3

TOTAL HOMEWORK PACKET: 18 Handouts

SESSION IV

Discuss homework packet and discuss any materials not covered during regular workshop sessions. Evaluate program.

PROGRAM TITLE: CREATIVE WRITING WORKSHOP
AREA OF GIFTEDNESS: Specific Academic Aptitude, Language Arts
Grade level: 4 and 6
Number of students: Approx 20-25
Structure of workshop: Students will be released from their classroom ½ days weekly for a period of 4 weeks
Identification process: Teacher observation checklist, Creative Writing exercise, Achievement tests, past grades in Language Arts

PROGRAM OBJECTIVES: To provide for pupils who have talent in creative writing
To help pupils further develop creative writing style
To introduce students to a variety of types of creative writing
To acquaint pupils with peers who have an interest in creative writing
To introduce pupils to use media to supplement writing (i.e. puppets, filmstrips.)
To augment and enrich the creative writing program in the regular classroom through this creative writing workshop

METHOD OF IMPLEMENTATION: Day 1: Warm-up (Shooting Match)
Creative poetry--Introduce by movie:
Haiku, Cinquain, Limerick
Class product, Filmstrip with background music with audio tape

Day II: Story writing
Show examples of filmstrips made by students
Give pupils a creative writing activity to be illustrated on filmstrip. Each pupil will produce own original filmstrip with sound

Day III: Creative writing class newspaper
Students will produce an original newspaper.
Step-ladder activity

Day IV: Group creative writing thinking activities (Story endings)
Students will listen to story started "Night" They will put together story ending, record with sound effects Mystery box — sort through clues and create what the mystery is — finish mystery with puppetry

EVALUATION: Student evaluation checklist, student progress report (Grade card) Parent evaluation (Parents will fill out during parent meeting at close of workshop.

CHAPTER 3
IDENTIFICATION CRITERIA
FOR ENRICHMENT PROGRAMS
GRADES 2-6

WORKSHEET FOR IDENTIFYING GIFTED CHILDREN

SPECIFIC ACADEMIC APTITUDE

SPECIFIC AREA _____

If a child can be described by all or part of any of the following statement, put the number of each characteristic which applies to him after his name.

1. Works at least above grade level
2. Displays high degree of interest
3. Follows directions
4. Has the ability to concentrate
5. Displays curiosity
6. Is alert, keenly observant, and responds quickly
7. Displays knowledge of ideas of which other learners are unaware
8. Retains what he has learned
9. Displays enthusiasm
10. Works independently
11. Learns quickly with little repetition

Pupil's Name	No. of Characteristics	IQ	Achievement Test

TEACHER _____ SCHOOL _____ GRADE _____

WORKSHEET FOR IDENTIFYING GIFTED CHILDREN

GENERAL INTELLECTUAL ABILITY

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him after his name.

1. Makes good grades
2. Retains information well
3. Does some work above grade level
4. Learns quickly and easily
5. Expresses knowledge about and shows an interest in a variety of things
6. Uses a large vocabulary effectly
7. Is a keen and alert observer
8. Shows an interest in a wide range of things, asks intelligent questions
9. Completes work accurately and quickly
10. Shows ability to think logically
11. Works independently
12. Is able to attend to an activity for a longer period of time
13. Uses free time constructively

Pupil's Name	No. of characteristics	IQ	Achievement test

TEACHER _____ SCHOOL _____ GRADE _____

INDEPENDENT STUDY TEACHER CHECKLIST

IDENTIFICATION FOR INDEPENDENT STUDY

If a child can be described by all or part of any of the following statements, put a check by each characteristic which applies to him after his name.

1. Makes good grades
2. Retains information well
3. Does some work above grade level
4. Willing to do extra things above what's required
5. Learns quickly and easily
6. Expresses knowledge about and shows an interest in a variety of things
7. Is a keen and alert observer (sees more or gets more out of a film story, etc.)
8. Shows an interest in the library
9. Completes work accurately and quickly
10. Shows ability to think logically
11. Works independently
12. Is able to attend to an activity for a longer period of time
13. Uses free time constructively
14. Likes to read

Pupil's Name	Characteristics 1 2 3 4 5 6 7 8 9 10 11 12 13 14	IQ	Achievement test scores (reading)

CREATIVE WRITING IDENTIFICATION

SCHOOL _____ GRADE _____ TEACHER _____

Activity: Children will need pencil and paper. Directions to class: Just as a fisherman must bait his hook to catch fish, so must a writer "hook" his reader, and make him want to go on and read the story. I will write the beginning of a story on the board and I would like for you to think about what might happen if you could write an ending to the story. Take a few minutes to think about what might happen and then finish writing the story. The story does not have to be more than a page long nor do you have to spend a long time writing the story. You're the author and the story could be as long as you want. Also please put a title on your story.

You should have been with me the day I met the ghost.

Process: After the students write the stories, list pupils in the class on the space below. Put a check in the column that best applies to the student. Disregard spelling, grammar, sentence structure when reading the papers and consider only the items on the checklist.

CHARACTERISTICS

Unusual title	#1
Picturesque language	#2
Original plot, ending	#3
Humor	#4
Individuality of style	#5
Imagination, fantasy	#6

Names of pupils	CHARACTERISTICS	#1	#2	#3	#4	#5	#6
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Use another sheet to list additional pupils

* * * * * * * * * * * * * * * * * * * *

CREATIVE WRITING IDENTIFICATION

SCHOOL _____ GRADE _____ TEACHER _____

TEACHER IDENTIFICATION CHECKLIST

If a child can be described by all or part of any of the following statement, put the number of each characteristic which applies to him after his name.

1. Makes good grades in Language Arts

2. Likes to write

3. Has command of sentence structure, spelling, and grammar

Also list student's last Achievement Test score (1.5 above grade level) in total Language battery

Pupil's Name	Characteristics	Test Score (Language total)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

BASIC THINKING SKILLS TEACHER CHECKLIST

Harrisburg Comm. Unit #3
Gifted Education

If the following statement is true of the child most of the time, please put a check by his/her name.

1. Asks many penetrating questions
2. Wants to know the causes and effect for things
3. Quick to recognize relationships and understands meanings
4. Figures out what is wrong with an activity and finds a better way to do it
5. Shows ability to think logically, sees logical and common sense answers
6. Looks for similarities and differences in events, people, and things
7. Tries to understand complicated material by separating it into its respective parts
8. Reasons things out for himself
9. Likes math puzzles and mind benders
10. Usually "sees more" or "gets more" out of a story, film, than others
11. Solves problems by ingenious methods--resourceful
12. Shows curiosity about objects, situations, or events

Pupil's Name	Characteristics 1 2 3 4 5 6 7 8 9 10 11 12	Overall Total Battery, CAT	Overall Total Math, CAT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Teacher's Name _____ School _____ Grade _____

CREATIVITY WORKSHOP IDENTIFICATION CRITERIA

Peer Identification

To be filled out by pupils

Pretend our class found a puppy on the playground

A. Which two students would be most likely to think up lots of names for the puppy?
B. Which two students would think up the most unusual names?
C. Which two probably would come up with the name we would finally decide on?
D. Which three students would be most likely to write a story about the puppy?
E. Which two students would probably think up different ways to teach the puppy a trick?
F. If we design a collar for our puppy, which two students would probably come up with the most unusual collar?
G. Which two students would make the most suggestions of what would we do with the puppy?

Creativity checklist

To be filled out by the teacher

Check these traits for each of your students:

Argumentative	Much energy
Unusual approaches to many things	Feels strongly about things
Individualistic	Loner
Asks why	Gives different answers than expected
Fools around alot with whats at hand	Handles failures
Resented by pupils	Fantasizes

If pupils meet eight of the above, list these pupils.

Pictures from Squares (Part of Creativity Test)

Pupils are given a paper with twenty or more squares. The directions read: In ten minutes see how many objects or pictures you can make from the squares below and the squares can be a main part of whatever you make. With pencil or crayon add lines to the squares, outside the squares, or both, what ever you want to do to complete your picture. Try to think of things that no one else will think of. Make and design as many different pictures as you can. Make each tell a complete and an interesting story as you can by adding on details. Add names or title below the objects or pictures.

Scoring: Checklist for fluency--1 point, flexibility-2 points, originality-5 points, elaboration-6 points

IDENTIFICATION CRITERIA IN AREA OF ART
VISUAL/PERFORMING ARTS

ART ACTIVITY WITH TEACHER OBSERVATION CHECKLIST

Materials: 6 3"x3" white squares
2 crayons
1 9"x12" black construction paper

Procedure:

Ask for suggestions from the class on how to make 6 different patterns using only 2 colors on each of the squares. The students should color the entire squares leaving no white spaces. Cut the squares into puzzle like pieces, mix the patterns and create a black line design by leaving small spaces between the patterned pieces. Student does not have to use all the pieces cut, but he should use some pieces from each pattern.

Check list: (to be filled out by art teacher)

Uses color with subtlety as well as brilliance in a variety of ways to create pattern.

Offers verbally and fluid suggestions on how to create the pattern.

Shows ability to create a variety of line between the shapes.

Shows manual dexterity and craftsmanship in using scissors, glue.

Shows originality. Works in ways no other children do.

Shows ability to organize and compose art work and use decorative devices.

Is eager to explore media for original effects.

CHECKLIST (to be filled out by classroom teacher) or art teacher

Fill out the following checklist on each of your students. Use previous performance to help you in evaluating each student.

1. Fills extra time with art work
2. Takes art work seriously
3. Shows a readiness to respond to a new art experience
4. Shows ease in working with an art media
5. Uses color with subtlety as well as brillance; able to achieve contrast
6. Presents a subject area, idea, or assignment more imaginatively with greater variety of detail
7. Draws a variety of things
8. Shows high degree of manual dexterity, masters and retention of fundamental skills (cutting, pasting, coloring, etc.)

Name _____ 1 2 3 4 5 6 7 8

IDENTIFICATION CRITERIA IN AREA OF DRAMA

DRAMATICS TEACHER CHECKLIST

Fill out the following checklist on each of your students. Use previous performance to help you in evaluating each student.

1. Outgoing
2. Not self-conscious
3. Tells interesting stories (real and pretend)
4. Enjoys acting, roleplaying, and making up characters
5. Likes applause
6. Expression
7. Uninhibited

DRAMATICS AUDITION CHECKLIST

Have the student silently read a play. Using the play, audition the students by having them act out the play in class. As the students do this, please note the following checklist and mark appropriate items that you observe about the students.

1. Volunteers
2. Not self-conscious
3. Uses expression
4. Uses gestures
5. Uses voice to reflect mood or idea
6. Uses bodily movements

IDENTIFICATION CRITERIA IN AREA OF MUSIC

AUDITION

When auditioning, please observe the following:

ability to perform musically with a good sense of rhythm and a voice which will blend

enough self-confidence and coordination to dance and move freely and expressively

List the pupils in your grade who are the most gift/talented:
1.
2.
3.
4.

PEER GROUP CHECKLIST FOR MUSIC, ART AND DRAMA

To be filled out by pupils

1. We are going to perform a class play. Who do you think should have the two main parts in the play?

2. You have been chosen to pick two people to star in a TV show. Who do you think would be the best to do this show?

3. We are going to divide the class into four singing groups. Who would you choose for your group leader?

4. If your class were to put on a musical play, who would you choose for the two leading parts?

5. A special guest is coming to visit your class. You want the room to look especially nice. What two people would you choose to do the art work for decorations?

6. There is going to be an art contest in your room. Who do you think will win?

TEACHER CHECKLIST MUSIC

Directions: on the basis of past performance check the qualities which pertain to the pupil.
1. Rhythmic perception: Ability to recognize, retain, and reproduce rhythmic phrases
2. Perfection of performance: Ability to perform more accurately during a group activity, or alone, in singing, playing instruments or bodily movements.
3. Pitch perception: Ability to recognize, retain, and reproduce pitches, intervals, and melodic phrases.
4. Musical creativity: As displayed through improvisation and composition with an understanding of musical symbols.

CHAPTER 4

ACTIVITIES FOR ENRICHMENT PROGRAMS
GRADES 2-6

CREATIVE WRITING

Make own books, filmstrips, or transparencies. There are two creative writing centers. Select one topic from each center and write two separate stories. You will illustrate each story. (1-3) pages in length by making transparencies or filmstrips to one story and drawing pictures in booklet form for the other story. With the transparencies, you could have your story on tape with background music.

SLIDE PRESENTATION

You will take six slides on a particular topic of your interest. You will research the topic, take a page of notes on each slide, tape the narrative and put background music to it.

SEE THE U.S.A.

Choose a place to visit. You have to travel. Get a map of the U.S., start out at Harrisburg and prepare a diary of each day's travel--this should include routes, lodging, sightseeing, money spent, etc.. When you arrive at your destination, spend two days there. In your report tell us lots of information about your vacation spot. Then write a postcard back to class telling us about the spot. Then start your trip back to Harrisburg, keeping a diary of each day.

PUPPET PRESENTATION OF AN AMERICAN

Select an outstanding American. Study about his life. Write a puppet play of at least 5 pages in length. Prepare a puppet presentation with theater and puppets. Put narration and background music to the script.

Prepared by: Janet Molinarolo

THANKSGIVING CHOOSE ONE ACTIVITY

BIG BUILDER You are on a vacation and one of the highlights of the trip will be a visit to replicas of an Indian Village and a Pilgrim Village. Compare the two villages: Indian Village Pilgrim Village

HOMES
FOOD
CLOTHING
TRANSPORTATION
RECREATION
WEAPONS
LAWS OR RULES
FAMILY LIFE
SCHOOLS

THE BIG SHOW Write a two page script for a Thanksgiving puppet show that involves two characters. The script can be about an early Thanksgiving or a modern Thanksgiving. The characters can be people or animals.

DEEP FREEZE

SNOWFLAKES Pick one of the ideas below and write a 2 page story about it.

What a snowflake said as it was being made into a snowman.
What one snowflake said as it was melting.
What two snowflakes said as they tumbled out of the cloud.
What a snowflake said as it landed on the President's coat.

CREATIVE WRITING

Pick one idea from each group. Compose a 1-2 page story on each idea you pick.

PIRATES COVE OF IDEAS

A pirate ship is approaching .....
The other half of the map is missing .....
While digging for gold, I .....
In the treasure chest I found .....
We'll board the ship .....
My parrot gave the secret away .....

CASTING SPELLS

Save me, I'm a toad .....
Once a prince, now a horse .....
When I opened my mouth, I started barking .....
Now, I'm a buzzing bee .....
Help, I'm stuck in a teapot .....
I've been turned into a two headed monster .....

Prepared by: Janet Molinarolo

BE CREATIVE-----WRITE

A mist mysteriously settles on you for a moment, then passes on. Suddenly you begin to shrink. Tell your story. (1-2 pages) Make a roller type movie of your story or make a shoe box diorama of the most important event.

You are a piece of chewing gum. Tell us about it. (1-2 pages) Prepare a chalk picture of your story or select a song to play as background music as you read your story.

You are on a plane and it's highjacked. What would you do? (1-2 pages) Design a roller type movie to make a collage of events that might occur on paper.

You are a postage stamp. Tell about your life. (1-2 pages) Make a picture book of your life or prepare a collage of your adventures.

You are all alone at home. It's late at night. All at once you hear glass breaking somewhere around your back door. What is happening? (1-2 pages) Prepare a shoe box diorama of events or record background music as you read your story.

ORGANIZE A BEAUTY CONTEST

Organize a "Beauty Contest" entitled "HOW BEAUTY ENRICHES OUR LIVES". Select and mount pictures of objects in each of these categories (have at least 3 contestants in each category).

1. Nature-made beauty (in the world, the U.S. or in Illinois.)
2. Man-made beauty (architecture, music, design, art, etc.)
3. Human beauty (people of such character that they deserve to be included in any study of beauty.)

Include a page of information to go with each picture telling about that picture, be sure and tell where the notes came from.

Prepared by: Janet Molinarolo

CREATIVE GROUP ACTIVITIES

TIME CAPSULE

Divide your class into several groups of 5 or 6. The objective of each group should be to make a group list of 10 items to be put in a time capsule that will be opened in 2074. The items placed in the time capsule should tell the opener what the typical American family of 1975 is like. Each group member should make his own list of 10 items. A reason should be given for each item to be considered for inclusion. Each group should consider all recommended items--then make a master list--finally a class list should be made from the group lists. GOOD APPLE VOL. 2#2

WALK DOWN STAIRS

This game can be played with 2,3,4,5, or even 6 letter words. Pair your students. Have each pair begin with the same word. Players can try to defeat their opponent--or the winner could be the pair that can make the longest list, the game ends, of course when a new word can not be formed from the final letter of the previous word. GOOD APPLE VOL. 2#2

LEISURE

Brainstorm a list of leisure activities (e.g. reading, sleeping, etc.) Rank order from most useful to least useful. What reasons can be given? Can the same activity be both useful and useless? When? Will Roy

FLUENCY ACTIVITIES

Divide the class into groups, give them 15 minutes to make a collection of all the things they can find that fit a particular category: round, square, long, etc. (one group finds round things, another group finds long things, etc.) See how many objects from one group would fit into other groups. Pick an object. How many words can you think of that describe it? Can something long also be short? How?

Seal tightly some different shaped containers: boxes, cans, etc. With an object inside, SHAKE it and list all the good things it could be. Give one clue and now list ALL the things it still could be. Encourage as many ideas as possible. Add a clue, after good brainstorming 5 clues, open container. GOOD APPLE

FORCING ASSOCIATIONS ACTIVITIES

Divide class into 4 groups. Each group decides on a picture of something to draw and each member of the group draws his own version of it. When this is completed number each member of each group 1,2,3,4. Now regroup putting all the ones together, all the twos, etc. The new group look at their pictures and write a play, story, poem or song based on them. These are then presented to the class.

In an interesting hat place 4 objects: a key, hat pin, slip of paper with a date, small bottle. Give them to a student or group of students. These are the 5 clues in a mystery... they are to write the mystery or act it out. GOOD APPLE

Prepared by: Janet Molinarolo

MUSIC ACTIVITIES

Teach some folk dance to the children that they can learn in a short period of time. Experiment with some interpretive dancing using different types of music to portray various needs.

Do some sight-reading as a singing group on a variety of music, such as classical, folk, and modern, etc.

Using a simple melody, have children write a variety of lyrics to fit the rhythm and follow the melody line.

Teach some music games that involve ear training, clapping, rhythm, body movements, etc.

Make up and present a musical T.V. show, either based on an actual T.V. show they have seen or an entirely original one of their own.

Have each child bring something from home that can be used as a rhythm instrument, such as a coffee can and two pencils, etc. Using records of different tempos, play rhythms on home-made instruments.

Demonstrate the "Orf Instruments".

Ask students to make a list of song titles that they would have appeal for a particular group of people.

PULGAR

Mist was rising from the hillside. The villagers know-- they know it was time for the Pulgar to make his appearance. Before, when it had arrived, it lurked behind the dark shadows and violently it grasped and devoured all the small objects in sight--volkswagons, pets, foliage, even garbage pails. They know--the signs were right. The Pulgar had to appear tonight. Only yearly did it come, but fear greeted the villagers only with mention of its name. They know--they know how viciously it approached on its annual hunt for nourishment, yet there was not any way of capturing the creature. Escape was always prominent for the lusty one. How could they capture it? No one had really seen it closely enough to recognize what they were seeking. What did it look like? No one knows but one thing was real-- the time was right-- it will appear tonight.

Prepared by: Janet Molinarolo

A RESTAURANT ALL MY OWN

by: Nan Nuding

1. Draw a picture of the outside of your restaurant. (use pens, pencils, crayons, markers, etc.)

2. List 8 jobs in your restaurant. List 5 qualities you will look for in people you hire. Design an application blank.

3. Try writing/printing the name of your restaurant in a variety of ways. Pick your favorite way as an official title.

4. Design a menu for your restaurant.

5. Design a billboard advertising your restaurant.

6. Make a special food creation. Something you think up yourself. Name it and write the recipe.

7. Write an advertisement for the radio urging people to come and eat. Be sure its catchy!

8. Draw a blueprint (floorplan) of your restaurant.

9. List 4 reasons why you would like to own your own restaurant. List 4 reasons why you would not like to own your own restaurant.

10. Make a price list chart.

11. Pretend business is bad.. what are some things you might try to improve it.

12. Many things in a restaurant have feelings but are not alive. How does a milk shake maker feel? What would a cash register say if it could talk? Write a 2 page story on how something feels about being in a restaurant.

Prepared by: Janet Molinarolo

DINOSAUR CONTRACT

Choose six of the items below

1. Design and make a birthday card for a dinosaur.

2. Make dinosaur puppets and write a play.

3. Make weapons and tools by tying stones to sticks and bring to class.

4. If you were a dinosaur who had been frozen in the ice age and suddenly were thawed out in N.Y. City, what would you see that would surprise you? What would you think of electricity, the buildings, etc.? Write a 2 page story.

5. Design 6 want-ads for a newspaper. What you want is a watchman for your pet dinosaur.

6. Write four commericals for a dinosaur pet store.

7. What are all of the things that you may have caused the dinosaurs to become extinct?

8. What was North America like when the dinosaurs lived? Can you make a map of that time or create a shoebox diorama?

9. Create a dinosaur display with models made by each student. Make a story and tape background music of dinosaur sounds.

10. Review filmstrips in the library about dinosaurs. Take 3 pages of notes and write a 2 page poem from your notes.

11. Do we really know how much a dinosaur weighed? How would you weigh a dinosaur? If you make a dinosaur, weigh it--measure it. How long is the tail? What size hat and gloves would it wear? Measure it in inches, feet, centimeters, and meters?

12. Prepare 5 recipes for dinosaur food.

13. Is the Jabberwock a giant dinosaur? Read the poem Jabberwocky by Lewis Carroll. Act out the poem in a play.

14. Pick one of these and write a creative story 3 pages in length.

    The Stegosaur that Cried.
    The Great Dinosaur Mystery.
    The Brontosaur that Laughed.
    The Ant and the Dinosaur.
    The Tryannosaur that wouldn't Fight.

Prepared by: Janet Molinarolo

CREATIVE BOOK REPORTING

You must have a total of 15 points:

8 pts. 1. Pick three characters. Design 3 puppets and costumes for each.

3 pts. 2. Make a poster advertising the book.

10 pts. 3. Make a roller movie of important events of the book by drawing a series of pictures on a long sheet of paper fastened to 2 rollers. You should have at least four scenes: saddest, exciting, best, ending.

4 pts. 4. Write a ½ page of information about
   a. The most exciting part (½ page)
   b. The part you liked best (½ page)
   c. The saddest part (½ page)

3 pts. 5. Make a list of 10 new words that you found in the book. Prepare a definition of each.

1 pt. 6. Write a letter to a friend recommending the book. (1 page)

2 pts. 7. Prepare a one page report about the author and other books she he wrote.

7 pts. 8. Make a mobil of the main characters.

3 pts. 9. Pretend you're a news reporter. Write a 1-2 page interview with the characters.

5 pts. 10. Prepare a puzzle using characters, locations, different ideas from the book.

1 pt. 11. Tell why or why not you liked the book. (1 page)

4 pts. 12. Write a 1-2 page poem telling the main ideas of the story.

2 pts. 13. Get a group (before class) to dramatize three scenes from the book.

9 pts. 14. Prepare a 2-4 minute review of the book with sound effects, music, etc., on tape.

6 pts. 15. Pretend you're an artist for the book. Draw three pictures to go along with:
   a. The most exciting part.
   b. The ending.
   c. The most interesting part.

Prepared by: Janet Molinarolo

INDEPENDENT STUDY CONTRACT

NAME_____ agrees to study _____
topic

and explore the following questions related to the topic:

1.

2.

3.

4.

5.

Sources of information used are:

This study will be completed on or about _____.
date

The study will be shared in one of these ways:

* * * * * * * *

EVALUATION OF TOPIC, COMMENTS:

STUDENT'S NAME _____

TEACHER'S NAME _____

ILLINOIS CONTRACT

I _____ have read and thought about the attached list of activities and agree that during the next _____ weeks I will complete at least 5 of the activities below.

1_____
2_____
3_____
4_____
5_____
6_____
7_____
8_____
9_____
10_____
11_____
12_____

Student's Name _____

Teacher's Name _____

1. What I like best about Illinois: This should be a written paper of at least two pages in length. Your knowledge, your personal opinions, your research, and your creative writing ability will make this a pleasure to read.

2. Pick out an annual Illinois celebration. Write a short interesting story on its origination, activities, approximate dates and any other interesting information. Then make a poster to advertise the event. You will probably want to send away for information.

3. Use Illinois newspapers as daily news sources for articles about Illinois (history, government, industry, new sources, etc.). Organize the articles and pictures you select in a booklet.

4. Collect information about our country history. You will probably need to do some visiting. Be sure to talk to "old timers". Assemble your information into a booklet.

5. Indians Illinois history has been enriched with many Indian tribes. Either choose a tribe or an outstanding individual and make a thorough study. Then decide the best way to show your work--construct a miniature village, create a poster, costume dolls, a puppet show, etc.

6. Draw two outlines of Illinois using either 12 x 18 or 18 x 24 poster paper for each. Choose two outlines to show neatly in ink and color code a key: Major rivers, cities over 25,000, tourist attractions, parks and recreational areas, routes of early explorers, historical sites.

7. Promote Illinois Pretend you are employed by the Illinois Development Commission. Prepare a newspaper or magazine advertisement to entice people to either vacation in Illinois or move here.

8. Plan a weeks vacation in Illinois. Plan each days itinary and what will be seen, where you will stay, etc.

9. Make up a game about Illinois. Put it on paper and teach the class how to play it.

10. Create a shoebox diorama of one of the following: Illinois' agriculture products or Illinois' industrial products.

11. Write a brief summary and illustrate maps to show your knowledge of famous explorers in Illinois.

Prepared by: Janet Molinarolo

INDEPENDENT STUDY MINI-PROJECTS

Approximate time to complete: 4 weeks

1. INTERNATIONAL BIOGRAPHER

Select a current world leader and picture each week. Bring in picture and ½ page information on person.

2. CURRENT EVENTS REPORT

Pick an area: Food, sports, design, government, etc. Bring in news article weekly about that area.

3. TAPE A SOUND DETECTIVE

Each week bring in a tape-recorded segment of a variety of sounds. The class will write a story about what's happening.

4. ELECTION PREDICTOR

Select four persons running for political office. Each time, bring in one candidate's picture and positive ideas of candidate.

5. KEEPER OF DATES

Bring in each week for four weeks a calendar of unusual dates for the months of Oct., Nov., Dec., and Jan.

6. POEM SELECTOR

Bring in each week two poems (either handwritten or copied) which are written by a famous poet. Topics should be on fall or ideas from certain months.

7. SPORTS WRITER

Each week provide information dealing with a local sports event--use newspaper pictures and clippings.

8. POLAROID PHOTOGRAPHER

Using your own polaroid, each week bring in two photos with description of: school personalities, special school events, or building in town.

9. SYMBOL HISTORIANS

Find a symbol weekly used by T.V. programs, newspapers, magazines, advertisements.

10. CLASS PORTRAIT PAINTER

Sketch a person in class each week and bring for display.

INDEPENDENT STUDY PROJECTS

1. Current Event Study. Select a current event. Keep tabs on it for over a week using information from newspapers, magazines, T.V. Report must be written telling history on background of event, whether event is concluded.

2. Slide Research. Take a set of slides, prepare written narration to go along with slides. Use as oral presentation.

3. Food or Drink Scrapbook. Tell the life history from gathering info on a food or drink. Use pictures from magazines or draw own. May prepare it in cartoon form.

4. Play Presentation of History. Think of an experience in history and pretend you were there. Make yourself a character, prepare a play on the history, use illustrations to indicate costuming, etc.

5. Design a City. Select two cities that were predesigned. Study how they were designed. Take notes on each city and design your own ideal city. Indicate street layout, parts, etc. Tell where city is located, amount of people, etc.

6. Comparative Study of Authors. Read two books by the same author. Make a chart on cardboard dealing with comparison of characters, style of writing, recommendations of choice of books and why one book is preferred over the other.

7. Judicial Study. Study the court room procedure. Learn about the judicial system nationally, statewide, and locally. Prepare a comparative chart of three areas dealing with similiarity, differences, etc. Interview attorney, visit the court house, etc.

8. Cemetery Study. Select a small cemetery. (one by a small church) Study info about tombs, cause of death, history behind deaths; interview someone about the beginning of the cemetery; take snapshots of unusual graves. Prepare in scrapbook form, possibly to be presented to the church's research project.

9. Advertisement Critic. Prepare a comparative chart on a product (ex. deodorant). Select five or more brands, find clippings out of magazines, trace cost of items at 3 stores, check ingredients, descrepancies in advertisement, make a decision on best product based on what you've discovered.

10. Make believe Field Trip. Select a country. Designate $3,000 for travel and other expenses. Decide on mode of transportation there, daily costs, airlines, shots, passport, visas, hotel accomodations, day by day itinary, food, clothing taken. Prepare two letters for class describing trip. Prepare a scrapbook.

11. Pop Record Study. Take your favorite pop record. Study the words and prepare a booklet with pictures to go along with the words.

12. Study of Cars, Past, Present, Future. Design future cars, chart how they are different in 10 categories or more. Interview a car dealer. Illustrate with pictures, prepare categories showing the difference.

13. Study of Interior Decorating. Plan and design (or redesign a room in your home.) Set up to scale model. Take a field trip and interview a furniture store employee. Possibly get fabric samples, drapery samples, etc.

INDEPENDENT STUDY GROUP PROJECT

CLASS SCRAPBOOK

PRESIDENTIAL SCRAPBOOK Have entire class work on presidents. Each person is responsible for finding one page of information on his president. In this information include where he was born, family, political experience before becoming president, and achievements during presidency. Pictures of the presidents should be put on each page of the scrapbook.

SCRAPBOOK OF STATES Each person will work on these things about each state: Small poster advertising state, state flag, flower, bird, etc. history of state, famous people of state, main cities, mountains, rivers, products.

VIDEOTAPE

Historical Segment of History. Talk about our nation's history. May involve the whole class in taping segments of key parts of history or prepare a slide show of this.

PLAN YOUR OWN T.V. SHOW On any topic, any story, any news item, let everyone in the class be in the play. Will there be a commerical?

PROPOGANDA Design your own T.V. commercials representing propaganda techniques.

TAPED RADIO PLAYS

Prepare one minute news broadcast of each of these events. Have appropriate music, etc.

People who climbed Mt. Everest
Bermuda Triangle
Loch Ness Monster
Big Foot
UFO's in Mississippi
The Sinking of the Titanic
The Great Chicago Fire
Crash of Hindenberg
Kon Tiki
Dracula
The Disappearance of Amelia Earhart
San Francisco Earthquake

WRITE YOUR OWN BOOK

Group in pairs of 2 or 3. Write your own story. Do illustrations. Make a book together. Choose an interesting topic.

INTERVIEW PROJECT

TOPICS

FIRST AID
BASEBALL
JAPAN
MEXICO
NEW ORLEANS
BOSTON
COINS
CERAMICS
CRAFTS
FLOWER ARRANGING
BANKING
FASHIONS
PHARMACY
RADIO
T.V.

POST OFFICE
TELEPHONE OFFICE
GOLF
PAINTING
EUROPE
INTERIOR DECORATING
CIVIL WAR
WOODWORKING
ORGAN
FLINTLOCK RIFLE
DRAFTING
COMMERICAL ARTS
GUNSMITH
SHIP MODEL BUILDING
MODEL AIRPLANES
MOTORCYCLES

Take four pages of notes: 1 from interview
1 vertical file
1 filmstrip, book or encyclopedia
1 choice

PRODUCT:

1. 2-3 page written report plus bibliography.
2. Prepare a 5-10 minute demonstration with objects to show.
3. Fact file - collect facts and ideas important to study. Put on file card and hook together or file in file box. (8-10 cards)
4. Tape record interview with 5 minute talk about your subject to the class.

You should at least have 12 interview questions.

DUE DATE_____

Prepared by: Janet Molinarolo

TOPICS FOR ADVANCED INDEPENDENT STUDY PUPILS

1. Presidential scrapbook (4 weeks 2 persons)
2. Current events study (2 weeks 1 person)
3. Design a city (3 weeks 1 person)
4. Judicial study (3-4 weeks 2 persons)
5. Cemetery study (3 weeks 1 or 2 persons)
6. Advertisement critic (1-2 weeks 1 person)
7. Puppet presentation of American history (3 weeks 2 or 3 persons)
8. Interview study of educational systems (3 weeks 1 person)
9. Comparative study of authors (Indiv. 2-3 weeks)
10. Make believe field trip (4 weeks 1 or 2 persons)

TOPICS FOR ADVANCED INDEPENDENT STUDY PUPILS

1. Current events study (2 weeks 1 person)
2. Slide research (2 weeks Indiv.)
3. Cartoon food or drink study (2 weeks 1 person)
4. Play presentation of history (2-3 weeks 1 person)
5. Design a city (3 weeks 1 person)
6. Cemetery study (3 weeks 1 or 2 persons)
7. Make believe field trip (4 weeks 1 or 2 persons)
8. Study of cars (2-3 weeks 1 person)
9. Study of interior decorating or landscaping (2-3 weeks Indiv.)
10. Sports tape (2 weeks Indiv.)
11. Inventors handbook (2 weeks Indiv.)
12. Pop record study (2 weeks Indiv.)

Prepared by: Janet Molinarolo

IDEAS FROM EVERYWHERE ON OUR COUNTRY'S 200TH CELEBRATION

1. PRESIDENTIAL SCRAPBOOK —— What's happened in southern Illinois or our town during each presidential administration?

2. PLAY PRESENTATION OF HISTORY —— Think of an experience in history, and pretend you were there. Make yourself a character, prepare a play on the history. Use illustrations to indicate costuming. Tape your play.

3. SLIDE PRESENTATION OF HISTORY —— Take a set of slides, prepare written narration to go along with historical event.

4. DESIGN A CITY —— Study about how Washington D.C. was designed and design your own city. Indicate street layouts, parts, etc.

5. CEMETERY STUDY —— Select a small cemetery. (one by a small church) Study information about tombs, causes of death, history, etc. Take photos of unusual graves. Illustrate some history of the country regarding causes of death.

6. MAKE BELIEVE FIELD TRIP —— Select a state. Designate so much money for travel. Decide route to travel, mode of transportation, cost of food, lodging, sightseeing, write letters back to class members, etc.

7. PUPPET PRESENTATION OF AN AMERICAN —— Select an outstanding American. Prepare a puppet presentation on the main events in that person's life. Provide background music to go along with this. Put it on tape.

8. POSTMARKS FROM U.S. —— Gather postmarks from different parts of U.S. and study geographic locations of areas, historical events, etc.

9. COMPARATIVE STUDIES OF —— School today and yesteryear, cooking, music, homes today and yesteryear.

10. CRAFT MAKING OF —— Dolls from natural objects, cornhusks, corncobs, nutheads, dried apples, samplers, butter churning, johnny cakes, etc.

Prepared by: Janet Molinarolo

OTHER NEAT IDEAS KIDS LOVE TO DO

1. Spelling bees.
2. T.V. shows, To Tell the Truth on Famous Americans.
3. Comparative studies of Valley Forge and Mt. Vernon.
4. Comparative study of historic account of Paul Revere's ride to poem.
5. Study and cartoon uniforms, arms, and equipment of soldiers.
6. Research George Rodgers Clark.
7. Prepare a diorama: Boston Tea Party, signing the Dec. of Ind.
8. Prepare a newspaper as it would look of July 5, 1776.
9. Debate on major issues of The Revolutionary War.
10. Make a list of famous sayings from 1776 and new sayings.
11. Interview -- research a historical charactor from Revol. War, then research present day personality.
12. Prepare a diary of events of say Ben Franklin, John Hancock, etc.
13. Musical research -- tape music of 1776, compare to today's, plus music of 2076.
14. Games played in 1776.
15. Recipe book of foods of the Revolutionary time.
16. Take poem "Paul Revere's Ride" and make into modern poem.
17. Bi-Centennial banquet for class.
18. Shoe box strategy-- choose a person of revolution. Portray facts in minature replicas.
19. Make shield representing one's own background.
20. Prepare a time-capsule of items that would be important in today's history. Capsule will be opened in 2076.

Prepared by: Janet Molinarolo

BI-CENTENNIAL ACTIVITIES

You must work enough exercises to have a total of 180 points or more.

1. Prepare a bulletin board display depicting an event of historical significance which has occurred in the U.S. history during the last 200 years. (15 points)

2. Write a 3 page paper on things seen at the Saline County Museum. (15 points)

3. Conduct and tape record an interview with someone familiar with the founding and growth of Harrisburg. Trace the historical significance of the town. Turn in tape and written 3 page report. (25 points)

4. Attend a meeting of the Historical Society and take 2 pages of notes. (15 points)

5. Build a diorama of an important battle of the Civil War. This should be done in detail and care taken to the exactness of the battlefield strategy. (40 points)

6. Produce a chalk-picture of any important Illinois event. (15 points)

7. Make a mosaic of an important U.S. event or person. (25 points)

8. Construct your own puppets, build your own theater and present a play on some famous American. (40 points)

9. Make up a crossword puzzle using only important characters, events, or things that occurred in Illinois. (25 points)

10. Write a poem which deals with some famous American or famous historical event. 2-3 pages (20 points)

11. Prepare a class party for any special occasion or holiday that pertains to American History. Plan games, a theme, food, etc., to go along with the holiday. (20 points)

12. Free choice. (20 points)

13. Write a new "national anthem" for our country in the form of a poem. The poem (set it to music if possible) should be at least 3 verses. (20 points)

14. Construct a model of a fort used in the West during expansion into that territory. (40 points)

15. Prepare a bulletin board display of cartoons using your own captions to depict an historical event in a very humorous way. (30 points)

16. Write a 4 page report on the history of the Negroes in the U.S. (20 points)

17. Conduct a class discussion on "Which have Suffered more in this Country: Indians or Negroes?" (15 points)

18. Prepare a report on the building of the Panama Canal and its significance in the relationships between the U.S. and Central and South America. 4 pages (25 points)

Prepared by: Janet Molinarolo

CHAPTER 5
EVALUATION OF
ENRICHMENT PROGRAMS

RATING SCALE FOR INDEPENDENT STUDY PROGRAM

The student will be evaluated in four different areas: attitude, participation, writing skills, and oral skills.

RATING SCALE

You will assign numbers and not grades to the following categories in which the student will be evaluated.

1. The student has demonstrated above average progress in this area.
2. The student has demonstrated average progress in this area.
3. The student has demonstrated below average progress in this area.
4. Does not apply in this situation.

ATTITUDE

_____Cooperates with supervising personnel
_____Shows an interest in the subject
_____Feels that his project is relevant

PARTICIPATION

_____Uses independent time effectively
_____Works well without supervision
_____Handles materials and equipment in an efficient manner
_____Cooperates effectively in group work
_____Shows originality in his own work
_____Has leadership potentials
_____Plans work effectively
_____Finds needed materials if available

WRITING SKILLS

_____Completes work in a legible manner
_____Includes a bibliography of resources used
_____Uses readable grammar and spelling

ORAL SKILLS (if applicable)

_____Uses proper grammar
_____Organizes materials logically
_____Displays poise
_____Keeps the audience interested
_____Displays knowledge of materials

NAME OF STUDENT _____
SCHOOL _____
GRADE _____

NAME OF PROJECTS _____
_____

LEARNING STYLES INVENTORY
FOR STUDENTS

IDENTIFICATION FOR INDEPENDENT STUDY

NAME_____ SCHOOL_____ TEACHER_____

LEARNING STYLES INVENTORY by Joe S. Renzulli, Linda Harris Smith
Adapted for Harrisburg Community Unit #3

This is not a test.... There are no right or wrong answers

Here is a list of school activities. Some of these activities you probably find very enjoyable to participate in. Some are less pleasant and still others might be very unpleasant for you. Please circle the letter that best fits your feelings.

A- Unpleasant B- Neither unpleasant or pleasant C- Enjoyable

A B C 1. Going to the library with a committee to look up information.

A B C 2. Studying on your own to learn new information.

A B C 3. Working with other students on a project with little help from the teacher.

A B C 4. Discussing class material with a group of other students.

A B C 5. Planning a project you will work on by yourself.

A B C 6. Preparing, on your own, to make a presentation to the class.

A B C 7. Reading a book in order to learn all about some topic.

A B C 8. Working with other students on a project the teacher suggests.

A B C 9. Working with other students to develop a project related to a topic you are studying.

A B C 10. Going off on your own to study a subject you choose.

A B C 11. Doing research in the library for a paper you want to write.

A B C 12. Working with a committee to prepare a lesson to present to the class.

A B C 13. Taking notes as the teacher talks to the class.

A B C 14. Learning about an historical event such as the signing of the Declaration of Independence by acting it out in class.

CREATIVITY WORKSHOP

STUDENT GRADE CARD

Name of Student _____

School _____ Classroom teacher _____

Grade _____

* * * * * * * * *

The pupil is evaluated in five different areas; Participation, Attitude, Creative Writing, Thought Processes, and Oral Processes

Above Average	Average	Below Average	
			ATTITUDE
			Cooperates with supervising personnel
			Shows an interest in the activity
			Works with enthusiasm
			PARTICIPATION
			Uses creativity time effectively
			Works well without supervision
			Cooperates effectively in group work
			Shows originality in his own work
			Has leadership potentials
			CREATIVE WRITING SKILLS
			Has unique and original ideas
			Has basic concept of how to write creatively
			Has acceptable English
			THOUGHT PROCESSES
			Thinks in a creative manner
			Contributes thoughts when working in groups
			ORAL PROCESSES
			Becomes involved with creative dramatics
			Is not self-conscious; outgoing

PARENT EVALUATION OF CREATIVITY WORKSHOP

Dear Parents,

Please help me by filling out the information below. Please check in the column that best corresponds to your feelings.

	ABOVE AVERAGE	AVERAGE	BELOW
1. Do you feel that the creativity workshop has offered a variety of experiences to your child?			
2. Do you feel that this program has helped your child?			
3. If response was yes to the above, indicate how it has helped your child (below)			
4. Do you feel that the parent meetings regarding the workshop are worthwhile?			
5. Do you feel that this type of workshop should be continued next year?			
6. Did your child enjoy the program?			

Additional comments:

Strong points:

Weak points:

Suggested changes:

PARENT EVALUATION

GIFTED/TALENTED PROGRAM, HARRISBURG COMMUNITY UNIT #3

GIFTED PROGRAM NAME: _____

Directions to parents: As you know your child has been a member of a special program for talented students. We are anxious to determine the attitudes parents of the students have toward the program. Therefore, we have prepared the following set of questions which are designed to survey parental attitudes. We hope you take a few minutes to fill out this form. In the spaces provided to the right of the questions, you are asked to indicate the following:

Strongly agree.....SA
Agree.....A
Neutral.....N
Disagree.....D
Strongly disagree..SD

Indicate only one check for each question. Please respond to each item.

		SA	A	N	D	SD
1.	This program meets the needs of my child.					
2.	I feel that I understand what is going on in the program.					
3.	This program has made a positive difference in my child's attitude toward school.					
4.	This program has increased my child's self-confidence.					
5.	This program has enlarged my child's friendships.					
6.	I do not feel that my child is missing the basics as a result of this program.					
7.	I think this program should be continued.					
8.	I think it is important to have my child work with children of similar academic ability.					
9.	I feel this program has provided challenge to my child.					
10.	I am not concerned about my child being away from the regular classroom.					
11.	I am pleased that this program lets students of similar academic interests and abilities work together.					

	SA	A	N	D	SD
12. I am pleased that my child is able to develop new interests in this program.					
13. I am pleased that this program tries to develop greater enthusiasm in my child for academic pursuits.					
14. I am pleased that my child is exposed to areas of the curriculum in which he hasn't worked.					
15. I feel the parent meeting today is valuable.					

STUDENT EVALUATION
GIFTED/TALENTED PROJECT

HARRISBURG COMMUNITY UNIT #3 GIFTED PROGRAM NAME:_____

Directions: Below are questions about the special program you have been a part of this year. The questions are meant to find out your feeling about this program. Please place a check mark in front of the answer that best describes your feelings. Make only one check for each sentence.

1. I like the program.

_____ a lot
_____ some
_____ not at all

2. The amount of time I spend in the program is:

_____ too long
_____ about right
_____ don't care

3. Working with other students in the program is:

_____ boring
_____ interesting
_____ too little to be able to answer

4. How would you rate your learning in the program?

_____ I learn more
_____ I am not learning any more than I did before the program started
_____ I think I may be missing too many important things by being away from school

5. How do you feel about the things you are expected to do in the program?

_____ too hard
_____ challenging but I can do it
_____ about right

6. I like working with students who are closer to me in their interest and abilities.

_____ a lot
_____ some
_____ not at all

7. The way learning activities are organized in this program is:

_____ interesting, exciting
_____ dull
_____ okay

8. To me the topics and problems discussed in this program are:

_____ important
_____ not important
_____ okay

9. Having a chance to go deeper into subject areas is:

_____ exciting
_____ okay
_____ boring

10. I look forward to taking part in this program.

_____ a lot
_____ some
_____ not at all

CHAPTER 6

PROGRAMS FOR SELF-CONTAINED CLASSROOM

GRADES 1-3

AREA OF INDENTIFICATION: GENERAL INTELLECTUAL ABILITY GRADE 2

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Math and Language Arts

OBJECTIVES OF PROGRAM: The pupil will initiate the use of a "Winter Learning Center" for Language Arts and Math skills. The pupil will work with games, puzzles, and skill sheets in order to enrich and reinforce skills in both areas. The child will later help introduce other students to the center.

METHODS FOR CONTINUAL EVALUATION: Self-evaluation, teacher observation, and pupil-teacher conferences.

METHODS FOR FINAL EVALUATION: Completion of at least 75% of the activities in the center, and satisfactory completion of teacher-made tests in both areas.

ACTIVITY 2

SUGGESTED CURRICULUM AREA: Social Studies (involvement with art)

OBJECTIVES OF PROGRAM: Indian study. The child will aid research in the library on Indians. After the material is gathered, the art teacher will work with those with artistic ability making costumes and background. The music teacher will select those childrer for the musical portion. Certain children will be selected for rain dances, etc. and for reading with expression and narration of a program. The end result will be a program on Indian culture presented to the parents. The unit brought about a better appreciation of Indian culture, their family life, art, music, etc.

METHODS FOR CONTINUAL EVALUATION: Teacher-pupil conference, teacher observation (pupil discussion).

METHODS FOR FINAL EVALUATION: End product-presentation of Indian program to PTA or school; musical (oral participation).

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE GRADE 2

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Reading

OBJECTIVES OF PROGRAM: Topic: ALPHABETIZING. An ABC Learning Center is set up to provide a child with extended learning experiences in alphabetizing. The child is able to alphabetize to the third letter and fourth. The child also learns to work independently and how to use his time wisely without the constant supervision of the teacher. At the end of the semester, the child will be able to put a list of words in alphabetical order.

METHODS FOR CONTINUAL EVALUATION: Self evaluation, teacher-pupil conference.

METHODS FOR FINAL EVALUATION: Final cognitice test upon completion of center and personal note or grade card to parents and happy grad. to child upon completion.

ACTIVITY 2

SUGGESTED CURRICULUM AREA: Reading

OBJECTIVES OF PROGRAMS: The student will be able to count the number of syllables in a word; recognize syllables in a word; and apply the rules for dividing words into syllables.

METHODS FOR CONTINUAL EVALUATION: Self-evaluation, skills sheet.

METHODS FOR FINAL EVALUATION: Teacher made test, pupil-teacher conferences.

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE GRADE 3

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Math

OBJECTIVES FOR PROGRAMS: A math learning center is set up to help a student increase math skills and teach the techniques of independent study. A child will work independently with the text and the math lab.

METHODS FOR CONTINUAL EVALUATION: Pupil-teacher conferences, teacher made tests.

METHODS FOR FINAL EVALUATION: Testing, and grading of request letters to be mailed.

AREA OF IDENTIFICATION: GENERAL INTELLECTUAL ABILITY GRADE 3

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Social Studies, Language Arts

OBJECTIVES OF PROGRAM: The child will be able to show through writing, art, or dramatics, that there are many different Indian cultures in North America. Through writing, art, or dramatics, the child will be able to show important aspects of the way of life of Woodland, Plains, Southwest and Northwest Indians.

METHODS OF CONTINUAL EVALUATION: Teacher made quizzes, and self-checking of work.

METHODS FOR FINAL EVALUATION: Post-test, and evaluation of final performance, report or art project.

ACTIVITY 2

SUGGESTED CURRICULUM AREA: Multi-area

OBJECTIVES OF PROGRAM: Topic, Christmas. The child will work independently in a "Christmas Learning Center". He will learn to increase skills in language arts, math, music, and art by using a developmental learning center. The child will increase his ability to follow directions.

METHODS FOR CONTINUAL EVALUATION: Pupil-teacher conferences, observation of ability to work independently and to follow directions.

METHODS FOR FINAL EVALUATION: Completion of learning center packets and assignments.

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE GRADE 1

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Reading

OBJECTIVES OF PROGRAM: The child will be able to recognize and match all capital letters to lower case letters. The child will be able to print all capital and lower case letters. He will be able to place all capital and lower case letters in sequence from A to Z. The child will be able to place missing letters before and after in sequence. The child will be able to match capitalized form of work to lower case form of work. The child will be able to place words in alphabetical order through the first letter of the word.

METHODS FOR CONTINUAL EVALUATION: Pupil-teacher conferences, teacher check games.

METHODS FOR FINAL EVALUATION: Completion of games and worksheets.

ACTIVITY 2

SUGGESTED CURRICULUM AREA: Math

OBJECTIVES OF PROGRAM: The child will be able to solve simple word problems. The child will learn to column addition.

METHODS FOR CONTINUAL EVALUATION: Teacher-made test, pupil-teacher conferences.

METHODS FOR FINAL EVALUATION: Teacher-made test, and pupil-teacher conferences.

SUGGESTION OF ACTIVITIES USED WITH
IDENTIFIED GIFTED/TALENTED CHILDREN

GRADES 1, 2, and 3

AREA OF IDENTIFICATION: GENERAL INTELLECTUAL ABILITY GRADE 1

ACTIVITY 1

SUGGESTED CURRICULUM AREA: Social studies, language arts

OBJECTIVES OF PROGRAM: The child will first collect pictures on five areas of feelings; happiness, madness, hate, love, and apathy. The child will then arrange these in a scrapbook form with related pictures under specific feelings. The child will then keep a daily record of his feelings for a two-week period. The child will then dictate the story to an older student on each of the five areas of feelings. The child will present the booklet with tape-recording for a story-time to the classroom.

METHODS FOR CONTINUAL EVALUATION: Pupil-teacher conferences.

METHODS FOR FINAL EVALUATION: Completion of scrapbook, and tape recordings, completion of books, teacher-child conferences.

ACTIVITY 2

SUGGESTED CURRICULUM AREA: Language arts

OBJECTIVES OF PROGRAM: The student will be taught to use a simple camera with flash attachments. The child will be instructed to photograph the activities of his family during an average day. The child will arrange his pictures in sequence. He will dictate a story about his family to the teacher and the story will be copied by the child. The child will include his place in his family structure. The pictures and story will be arranged in book form. The child will design and make a cover for the book. The completed project will be presented to the class.

METHODS FOR CONTINUAL EVALUATION: Teachers-pupil conferences, teacher made test.

METHODS FOR FINAL EVALUATION: Evaluation of the book.

LEADERSHIP

IDENTIFICATION CRITERIA FOR GRADES 1, 2, and 3 IN LEADERSHIP

Listed below are four methods for identification of leadership. When identifing leadership, choose three of the four methods.

METHOD 1

PARENT INVENTORY IDENTIFICATION INSTRUMENT

Dear Parent,

Would you please fill out the questions below and return them to the classroom teacher.

Thank you,

Child's Name _____

School _____

Teacher _____

Grade _____

Check the following items as best describes your child as you see him/her.

	Little	Some	A Great Deal
1. Other children call him/her to initiate play activities.			
2. Others seem to enjoy his company.			
3. Get other children to do what he wants.			
4. Enjoys other people and seeks them out.			
5. Is able and willing to work with others.			
6. Likes to do many things and participates whole-heartedly.			
7. Likes to have his/her ideas known.			

Prepared by: Janet Molinarolo

LEADERSHIP IDENTIFICATION INSTRUMENT

METHOD 2 DIRECTIONS FOR USING INDIVIDUAL PROFILE

Leadership is defined in terms of leadership behaviors in group situations. It should be noted that in group situations, there may be children who lead in a negative manner. The teachers should recognize leadership behaviors and indicate if they are positive or negative leaders.

Teachers should also be aware of children that are, like adults, may be a leader in one situation and not another. It is, therefore, suggested that children be observed in diversed situations and on several days before an evaluation of leadership talent be made.

Research has indicated that different tasks produce different leaders. To discover leadership talent in the classroom, it is imperative that the teacher create a situation for each of the following tasks: (1) tasks which call for doing thing's with one's hands, (2) tasks which call for intellectual ability and (3) tasks which call for physical activity.

Many of your own classroom activities may be adapted to provide an observation period for the purpose of identifying talents. The observation periods should be 20 minutes. The following examples of activities are suggested for creating observation periods.

Doing things with one's hands activities

1. Give children large collection and assortment of building blocks, a 3' x 5' piece of paper, a magic marker. Instruct the children to use the materials to create a town.

2. Give the children a collection of cardboard boxes in various sizes and shapes and supplemenary art materials. Instruct them to work together to build a box structure.

Intellectual activity

1. Give the children a box containing similar items: shells, buttons, bottle tops, etc. The items should be such that they can be sorted using different properties. Also, give children 5 empty shoe boxes. Challenge them to sort the items by putting similar items in each shoe box.

2. Instruct the children to create a flag for their classroom. Encourage children to make many flag designs and then choose the one that would be a symbol for their classroom.

3. Children choose teams, captain and play games called spelling baseball. Students set up the rules.

Prepared by: Janet Molinarolo

Physical activity

1. Using a gym or outdoor play area, instruct children to play as many games as they can think of using the equipment; a 10" ball, 8' rope, bean bags, and a large cardboard box. They should be instructed to play as one group and to follow safety procedures.

2. Allow children a free play time in the gym with two restrictions; they must observe safety rules and they should play only one game at a time. They may change the game, however.

HARRISBURG COMMUNITY UNIT #3

WORKSHEET FOR IDENTIFYING GIFTED CHILDREN
(to be used with preceding set of directions)

LEADERSHIP TALENT AREA

If a child can be described by all or part of any of the following statements, put a check by each characteristic which applies to him after his name. Based upon the total checks of all observed behaviors, if he has 9-18 observed behavior checks, the child has strong leadership potential. 9 or less observed behaviors indicate potential present but not developed.

LEADERSHIP BEHAVIORS

1. Initiating activities which involve his peers	Manual,	physical,	and intellectual.
2. Behaving in such a way that peers respond to him	"	"	"
3. Directing the group in a course of action	"	"	"
4. Displaying interest by enthusiastically participating in the group activity	"	"	"
5. Reorganizing the activity when the activity becomes unproductive	"	"	"
6. Displaying sensitivity to the needs of others, e.g. to others involving others in activities, helping others	"	"	"

METHOD 3 SOCIOGRAM/PEER IDENTIFICATION LEADERSHIP

Students will answer these questions:

1. We are going to divide the class into four groups. Who would you choose for your group leader?

2. Your teacher is going to be called to a meeting for a while in the office. Which two classmates do you want to be in charge while she is gone?

3. If we had a class president and a vice president, who would you vote for?

4. You arrived late and joined your class in a ballgame. They are arguing about whether there were two or three outs. They agreed to let you pick one student whom you thought would be fair to tell how many outs there were. Who would you choose?

METHOD 4

TEACHER OBSERVATION CHECKLIST LEADERSHIP IDENTIFICATION

Grades 1, 2, 3

Rate students according to these questions: Rate the student according to this key:

1. If you have seldom or never observed this characteristic
2. If you have observed this characteristic occasionally
3. If you have observed this characteristic to a considerable degree
4. If you have observed this characteristic almost all the time

1. Carries responsibility well
2. Is self confident with children his own age as well as adults
3. Seems to be well liked by his classmates
4. Is cooperative with teacher and classmates
5. Can express himself well
6. Adapts readily to new situations
7. Seems to enjoy being around other people
8. Tends to dominate others when they are around
9. Participates in most social activities connected with the school
10. Excels in athletic activities

AREA OF IDENTIFICATION: LEADERSHIP GRADE 1

ACTIVITIES FOR PUPILS IDENTIFIED IN AREA OF LEADERSHIP

1. Let the child be a teacher aid by helping slower students with drill work, sight work, number facts.
2. Instruct the child in a new game and let him teach others.
3. Let the child organize games.
4. Give the child classroom responsibilities, such as leading, the "pledge of alligence", preparing class calendar, marking the "weather calendar", leading games, watering plants, keeping windows and floors clean, etc.
5. Let the child pass out art work.
6. Let the child staple children's work before the work goes home.

LEADERSHIP GRADE 2

ACTIVITIES FOR PUPILS IDENTIFIED IN AREA OF LEADERSHIP

1. Let the children work cooperatively in committees.
2. Let the children experience and learn main duties of a chairman.
3. Let the children plan and carry out the various parts of making and planning a party.
4. Let the students help new students get started with work going on in the classroom.
5. Let the pupils help those "slower" pupils.
6. Let the students introduce "learning centers" to other pupils.

LEADERSHIP GRADE 3

ACTIVITIES FOR PUPILS IDENTIFIED IN AREA OF LEADERSHIP

1. Let student be "learning center" helpers. These students see to it that the centers are well supplied, materials are taken care of, etc.
2. Let pupils take care of reading corners.
3. Let students organize murals with given subjects.
4. Let students give make-up spelling tests.
5. Let the pupils be teacher aides, helping with slower students using flashcards in math, reading flash-cards, listening to slower readers, etc.
6. Let the children be first at listening centers, so they may instruct others.
7. Let the children operate the filmstrip projector in order to teach others.
8. Let students operate loop projectors, in order to teach others.

HARRISBURG COMMUNITY UNIT #3

MINI PROPOSAL FORM
PROGRAM DEVELOPMENT FOR GIFTED CHILDREN

Staff Member Name _____ School _____

I. PROGRAM: List which of the following six areas of giftedness for which your program is designed.

1. General intellectual ability
2. Specific academic aptitude
3. Creative thinking
4. Leadership ability
5. Visual and performing area
6. Psychomotor ability

A. Area (s): _____
_____

II. INSTRUCTION: List the grade level(Kg, 1, 2, etc.) of your program. List the curriculum area of your program (math, spelling, etc.)

A. Grade Level _____
B. Curriculum Area _____

III. IDENTIFICATION: List at least three methods used to identify the students in your classroom that will participate in your program. They may include three of the following: IQ tests, achievement tests, creativity tests, personality inventories, self-concept inventories, teacher or specialist evaluation; past school performance.

A. Three methods used: _____
_____
_____

B. Number of identified students in your program. While the number only is needed here, you will have them by name if needed. The number is ____.

C. List assessment process of student's educational needs using some or all of: student history, testing, staffing, other resources.
1. _____
2. _____
3. _____

IV. OBJECTIVES OF PROGRAM: List the major objectives of your program. State them in some type of evaluation form. These objectives will be the major source for your evaluation as the year goes on and at the end of the year. If you need more space, please write on the back side.

A.

B.

C.

V. METHODS OF EVALUATION OF OBJECTIVES: During the year, a continual evaluation and refinement of the program will be made. At the end of the year there will be a formal evaluation. Here we deal with our strengths and weaknesses.

A. List methods for continual evaluation

B. List methods for final evaluation

VI. INSTRUCTION: List the experiences and personalized methods of instruction to be used with the children in the program, based on student identification and your assessment of the student's educational needs. Identification and assessment must preceed development of the instructional program.

A. Experiences

1.

2.

B. Methods

1.

2.

_____ _____ _____

COST OF MINI-PROPOSAL

Release time _____
Instructional Materials _____
_____
Professional Materials _____
_____
Travel _____
Additional information and/or comments:

Submitted: _____
(Date)

APPROVED:

Building Principal _____

Reimbursement Director _____

Date: _____

INDEPENDENT STUDY

CURRICULUM GUIDE

Part of the Gifted/Talented Program

HARRISBURG COMMUNITY SCHOOLS UNIT DISTRICT #3

Harrisburg, Illinois 62946

December, 1979

Document prepared by
Janet Molinarolo
Director of Gifted Education
Harrisburg Community Schools Unit District #3
Harrisburg, Illinois 62946

EC 141572

Program Title: Independent Study

Area of Giftedness: General Intellectual Ability and Specific Academic
Grade Level: Grades 4,5,6
Number of Students: Approximately 60-75
Structure of Program: 1 semester (½year)
Structure of Workshop: Students come on ½ day basis, 8 to 14 in a group
Identification process: Techer checklist, IQ (115), Reading achievement (1.5 years above grade level), Learning Styles Inventory, Past grades

Program Objectives: The student will use compentently the card catalog, the Readers Guide to Periodical Literature, and the vertical file.
The student will locate all books, periodicals, reference materials, filmstrips, records, and other audio-visual materials pertinent to his area of study.
The student will demonstrate the use of filmstrip equipment, tape recorders, and record players.
The student will know how to take notes from at least eight sources from materials read or observed.
The student will know how to assimilate notes into research papers of up to five pages in length.
The student will demonstrate these writing skills when preparing written assignments: Completion of work legibly, organization of materials, assimilation of bibliography, preparation of readable grammar and spelling.
The student will interview persons who have knowledge in areas of the student interest.
The student will display knowledge of research by employing one of the techniques below (in addition to completing a research paper):

- Preparation of a comparative chart of how two things are alike or different.
- Graphing some part of a study to show change, growth, how many, or how few, etc.
- Preparation of a 5-10 minute demonstration with objects to show.
- Composition of a two-three page poem or play about the area of study.
- Building a model showing something pertinent to the area of study.
- Taking slides from books and showing a slide presentation to the class with narration.
- Collecting facts and ideas which are important about the area of study.
- Preparation of a picture collage of the area of study.
- Preparation of a survey of opinions, feelings, reactions of others to some fact, idea, or feature of the study.
- Preparation of a puzzle, gameboard, etc. of the study.
- Preparation of a puzzle, or teach a 5-10 minute lesson on the study.

The student will identify materials read by preparing a bibliography.
The student will compose speeches based upon areas of study to be performed before groups of peers, parents, and other outside groups.
The student will demonstrate these oral skills when giving oral presentations:

- Using proper grammar
- Organizing materials logically
- Displaying poise
- Keeping the audience interested
- Displaying knowledge of materials

The student will understand and use contracts when studying areas of choice.
The student will establish a method of evaluation for his study.
The student will originate his own creative product whether it be in the area of creative writing, art or drama.
The student will become more responsible by setting own goals and organizing time.
The student effectively will work independently, as well as with peers, in areas of his choice.
The student, upon choice, will develop film and operate the Video-tape recorder.
The student, upon choice, will operate the cameras, take slides, and prepare slide-tape presentations.
The student, upon choice, will create his own slides, and transparencies, based upon knowledge of his research.
The student, upon choice, will compose and construct puppet theaters with puppets and plays based upon subject researched.
The student, upon choice, will create radio plays with script, sound effects, background music, etc. based upon subject researched.
The student, upon choice, will write and illustrate an original composition, preparing it in book format in excess of ten pages.

METHOD OF IMPLEMENTATION: Each day the student attends class, more responsibility will be given the student in regard to independence. The initial meeting with the student will deal with library usage, note taking, and other phases of the library. A contract is introduced to the pupil and after working with three to four contracts, (covering a period of 3-4 months,) the student is then ready for a complete contract of his own. The first contracts are teacher monitored and deal with basic research through books, encyclopedias, vertical file, atlases, and other materials in the library. Eventually audio-visual media is introduced in future contracts, where students have to use filmstrips, tapes, movies, etc. in their research. Interview is usually introduced during the third contracts, interrelated with the usage of books and other materials in the library. Finally complete independence comes after the fourth contract, where the pupils selected the study of his choice, implementing some of the process listed above.

EVALUATION: Students will be given grade cards, student evaluation of the program. Parent and teacher evaluation of the program will also occur.

INDEPENDENT STUDY TEACHER CHECKLIST

IDENTIFICATION FOR INDEPENDENT STUDY

If a child can be described by all or part of any of the following statements, put a check by each characteristic which applies to him after his name.

1. Makes good grades
2. Retains information well
3. Does some work above grade level
4. Willing to do extra things above what's required
5. Learns quickly and easily
6. Expresses knowledge about and shows an interest in a variety of things
7. Is a keen and alert observer (sees more or gets more out of a film story, etc.)
8. Shows an interest in the library
9. Completes work accurately and quickly
10. Shows ability to think logically
11. Works independently
12. Is able to attend to an activity for a longer period of time
13. Uses free time constructively
14. Likes to read

Pupil's Name	Characteristics 1 2 3 4 5 6 7 8 9 10 11 12 13 14	IQ	Achievement test scores (reading)

LEARNING STYLES INVENTORY
FOR STUDENTS

IDENTIFICATION FOR INDEPENDENT STUDY

NAME_____ SCHOOL_____ TEACHER_____

LEARNING STYLES INVENTORY by Joe S. Renzulli, Linda Harris Smith
Adapted for Harrisburg Community Unit #3

This is not a test.... There are no right or wrong answers

Here is a list of school activities. Some of these activities you probably find very enjoyable to participate in. Some are less pleasant and still others might be very unpleasant for you. Please circle the letter that best fits your feelings.

A- Unpleasant B- Neither unpleasant or pleasant C- Enjoyable

A B C 1. Going to the library with a committee to look up information.

A B C 2. Studying on your own to learn new information.

A B C 3. Working with other students on a project with little help from the teacher.

A B C 4. Discussing class material with a group of other students.

A B C 5. Planning a project you will work on by yourself.

A B C 6. Preparing, on your own, to make a presentation to the class.

A B C 7. Reading a book in order to learn all about some topic.

A B C 8. Working with other students on a project the teacher suggests.

A B C 9. Working with other students to develop a project related to a topic you are studying.

A B C 10. Going off on your own to study a subject you choose.

A B C 11. Doing research in the library for a paper you want to write.

A B C 12. Working with a committee to prepare a lesson to present to the class.

A B C 13. Taking notes as the teacher talks to the class.

A B C 14. Learning about an historical event such as the signing of the Declaration of Independence by acting it out in class.

INDEPENDENT STUDY EVALUATION

STUDENT NAME _____
SCHOOL _____
CLASSROOM TEACHER _____
INDEPENDENT STUDY TEACHER _____

RATING SCALE

You will assign numbers and not grades to the following categories in which the student will be evaluated.

1. The student has demonstrated above average progress in this area
2. The student has demonstrated average progress in this area
3. The student has demonstrated below average progress in this area
4. Does not apply in this situation.

Grade Period 1	Period 2	
		ATTITUDE
_____	_____	Cooperated with supervising personnel
_____	_____	Shows an interest in the subject
		PARTICIPATION
_____	_____	Uses independent study time effectively
_____	_____	Works well without supervision
_____	_____	Finds materials in the library effectively
_____	_____	Cooperates in group work
_____	_____	Work is turned in on time
_____	_____	Is conscientious
		WRITTEN MATERIAL
_____	_____	Completes work ligibly
_____	_____	Includes in project components such as footnoting, bibliography, etc.
_____	_____	Has good concept of notetaking
_____	_____	Has concept of good products
_____	_____	Uses readable grammar and spelling
_____	_____	Has a good total contract
		ORAL SKILLS (if applicable)
_____	_____	Uses proper grammar
_____	_____	Organizes materials logically
_____	_____	Displays poise
_____	_____	Keeps the audience interested
_____	_____	Displays knowledge of materials

Main products: Grade card 1

Additional comments Grade card 1

- - - -

STUDENT EVALUATION
GIFTED/TALENTED PROJECT

HARRISBURG COMMUNITY UNIT #3 GIFTED PROGRAM NAME:_____

Directions: Below are questions about the special program you have been a part of this year. The questions are meant to find out your feeling about this program. Please place a check mark in front of the answer that best describes your feelings. Make only one check for each sentence.

1. I like the program.

_____ a lot
_____ some
_____ not at all

2. The amount of time I spend in the program is:

_____ too long
_____ about right
_____ don't care

3. Working with other students in the program is:

_____ boring
_____ interesting
_____ too little to be able to answer

4. How would you rate your learning in the program?

_____ I learn more
_____ I am not learning any more than I did before the program started
_____ I think I may be missing too many important things by being away from school

5. How do you feel about the things you are expected to do in the program?

_____ too hard
_____ challenging but I can do it
_____ about right

6. I like working with students who are closer to me in their interest and abilities.

_____ a lot
_____ some
_____ not at all

7. The way learning activities are organized in this program is:

_____ interesting, exciting
_____ dull
_____ okay

8. To me the topics and problems discussed in this program are:

_____ important
_____ not important
_____ okay

9. Having a chance to go deeper into subject areas is:

_____ exciting
_____ okay
_____ boring

10. I look forward to taking part in this program.

_____ a lot
_____ some
_____ not at all

PARENT EVALUATION

GIFTED/TALENTED PROGRAM, HARRISBURG COMMUNITY UNIT #3

GIFTED PROGRAM NAME: _____

Directions to parents: As you know your child has been a member of a special program for talented students. We are anxious to determine the attitudes parents of the students have toward the program. Therefore, we have prepared the following set of questions which are designed to survey parental attitudes. We hope you take a few minutes to fill out this form. In the spaces provided to the right of the questions, you are asked to indicate the following:

Strongly agree.....SA
Agree.....A
Neutral.....N
Disagree.....D
Strongly disagree..SD

Indicate only one check for each question. Please respond to each item.

		SA	A	N	D	SD
1.	This program meets the needs of my child.					
2.	I feel that I understand what is going on in the program.					
3.	This program has made a positive difference in my child's attitude toward school.					
4.	This program has increased my child's self-confidence.					
5.	This program has enlarged my child's friendships.					
6.	I do not feel that my child is missing the basics as a result of this program.					
7.	I think this program should be continued.					
8.	I think it is important to have my child work with children of similar academic ability.					
9.	I feel this program has provided challenge to my child.					
10.	I am not concerned about my child being away from the regular classroom.					
11.	I am pleased that this program lets students of similar academic interests and abilities work together.					

	SA	A	N	D	SD
12. I am pleased that my child is able to develop new interests in this program.					
13. I am pleased that this program tries to develop greater enthusiasm in my child for academic pursuits.					
14. I am pleased that my child is exposed to areas of the curriculum in which he hasn't worked.					
15. I feel the parent meeting today is valuable.					

INDEPENDENT STUDY PROGRAM

Dear Parent,

Your child has been tentatively selected to participate in an Independent Study Program at _____ School.

Your child will be out of his classroom one half day weekly and will be involved in research projects, field trips, written and oral activities, and creativity exercises. From this program, he will achieve responsibility, independence, and originality, as well as other favorable assets.

A detailed explanation of the program will be given at _____ on _____in the _____. Those parents whose child is in the program for the first time should attend this meeting at _____. Those parents whose child was in the program last year should meet at _____ at the place indicated above. I strongly urge that you attend this meeting if possible to gain a better understanding of the program and to give your child written permission to be in Independent Study.

Please make an effort to attend.

Thank you,

INDEPENDENT STUDY CONTRACT

_____ agree to study _____
Name Topic

and explore the following questions related to the topics:

1.

2.

3.

4.

5.

Sources of information used are:

This study will be completed on or about _____

The study will be shared in one of these ways:

Evaluation of topics, comments:

_____ _____
Student's Name Teacher's Name

NOTE SHEETS INDEPENDENT STUDY

Name

SUBJECT OF STUDY

SOURCE OF INFORMATION

INFORMATION

SUBJECT OF STUDY

SOURCE OF INFORMATION

INFORMATION

MY DAILY LOG

Name _____

Date	I Must Do	I Completed

USING THE LIBRARY Name _____

READING AND WRITING

1. "Pick one feather" _____
   Find an encyclopedia on your subject. Write four interesting facts about it.

   1.

   2.

   3.

   4.

2. "Pick a feather" _____
   Find a book about your subject. Write the title: _____
   Author: _____
   Copyright _____
   Number of pages _____
   Number of chapters _____

3. Find a filmstrip on one of these:

	Call Number
Strange Phenomena	_____
Men who made History	_____
Pathfinders Westward	_____
Motorcycles	_____
Minibikes	_____

   Circle the one you choose

   View the filmstrip and write the title _____
   company _____

   Write four interesting facts about it.

   1.

   2.

   3.

   4.

4. Find the 8mm loop on one of these:

	Call Number
ocean bottom	_____
The lost dog	_____
Batting	_____
Life through the ages	_____
Dinosaurs	_____

   View the loop and write the title _____
   company _____

   Write four interesting facts about it.

   1.

   2.

   3.

   4.

Example

Library task cards

Independent Study

Name _____

Date _____

Card Title

1. Write the name of a filmstrip on this topic:
   _____

   Answer -

2. Find an article in the vertical file on this topic:_____

   Write the title of the article Answer: - - - - - - - - - - - - - - - - - -

3. Find the Readers Guide to Periodical Literature.

   Find this topic: _____ in alphabetical order and

   list the title of one magazine article on the topic.

   Answer: -

4. Write the call number of a book on this topic _____

   Answer: -

5. Write the author's name on a book about _____

   Answer: -

6. Find a book on the shelf about _____

   How many pages are in the book?

   Answer -

TOPICS FOR BEGINNING INDEPENDENT STUDY PUPILS

1. Alaskan Mountains
2. Argentina — Resort cities
3. Cardinal Bird - Our state bird
4. Boy Scounting - History
5. San Diego, Calif.— Main attractions
6. Parts of an automobile and what they do
7. Uses of coal
8. Bach--Sad Happening in his life
9. Early life of Stephen Foster
10. Soil Conservation
11. Tornados--Bad aftermath
12. Earthquakes--What happens during an Earthquake?
13. What happened to the men who signed the Declaration of Independence? (Follow up two persons)
14. What do German Shepherds do as police dogs?
15. Harmful effects of Marijuana
16. Dwight Eisenhower's Days as a General
17. How can we make a telegraph?
18. Ways to reduce electrical shock
19. How Christopher Columbus Discovered America
20. First aid methods for fainting, bleeding and choking
21. Early American Flags
22. Making Artificial Flowers
23. Folklore
24. Where to Look for Fossils
25. Castles in Germany
26. Story Behind the London Bridge
27. What to see in Athens, Greece
28. People of Quatemala
29. Hawaii--How Volcanoes created the islands
30. Wild Mustang horses
31. History of merchant marine
32. Bullfighting in Mexico
33. What is fluorspar?
34. Sports in St. Louis
35. What is NATO?
36. Bill Russell-Basketball player
37. History of Statue of Liberty
38. Facts about the Empire State Building
39. Greenwich village--Home of Hippies
40. Richard Nixon's Family
41. Early life of George Washington
42. Early cameras
43. Police and Firefighting
44. What is quartz?
45. Superstition, Myths, Witchcraft
46. Tooth care
47. Uses of forests
48. UFO's

You must take 3 pages of notes: 1 from a book, one from an encyclopedia, one from either another book or an encyclopedia.

Product: 1 page written paper based upon notes or 1½ minute talk based upon notes.

Beginning Topic Ideas

Modern Italy
King Arthur
Ponce de Leon
Modern Illinois
Daniel Boone's Wilderness Trail
Mining and manufacturing in Illinois
Dogs
Drag Racing-Funny Cars
Horses
Minibikes
Good Manners at Schools
Life in Australia
Your Body and How to take care of teeth
Motorcycles
Air Pollution
Jamestown
Beginning volleyball
Beethovan
First Aid (Bleeding, wounds,)
Kinds of rocks
Jerusalem, Heart of the Holy Land
Franz Schubert, Composer
Smoking--Problems with Teenagers
Strange Phenomena--Lock Ness Monster
Washington, D.C.--Monuments

Fill out first section of contract--focused topic and questions.

You must take four pages of notes. At least one page from filmstrip, one page from encyclopedia, and one page from book. The last page of notes could be form either the filmstrip, book, or encyclopedia.

Be sure and tell the author's name, book title, company, copyright, and page for book. For the encyclopedia, put name, volume, letter, copyright, and page. For the filmstrip put the name of the filmstrip, company, and (see example): Filmstrip, Motorcycles, Britannica Company.

From your four pages of no es you may do either of the things below:

1. Write a two page paper plus bibliography

OR

2. Give a 5 minute speech before the class

OR

3. Write a two page poem plus bibliography

OR

4. Write a two page play plus bibliography

When you turn in your completed project, please turn in your completed contract.

Date due:_____

FILMSTRIP, MAGAZINE RESEARCH

Topics:

motorcycles
China Today
Russia
Fight to Mars
Animals of Africa
Pollution
Ghost stories
Meteors
Monster Movies
Moon
The land of Mexico
Folklore--Vampires and Dracula
Alcohol
Amazon village
Sasquatch

You must take four pages of notes, 1 from a filmstrip, 1 from a magazine, 1 from a book and 1 from choice

Product: 1½ page written paper
Choose 2 minute talk
one: 10 fact cards
2 page play (on tape if you wish)

NARROWING THE TOPIC:

TOPIC TITLE _____

DIVIDE THE TOPIC INTO FOUR SUBTOPICS _____
_____
_____
_____

WRITE ONE QUESTION ABOUT EACH SUBTOPIC: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

INTERVIEW PROJECT

TOPICS

FIRST AID
BASEBALL
JAPAN
MEXICO
NEW ORLEANS
BOSTON
COINS
CERAMICS
CRAFTS
FLOWER ARRANGING
BANKING
FASHIONS
PHARMACY
RADIO
T.V.

POST OFFICE
TELEPHONE OFFICE
GOLF
PAINTING
EUROPE
INTERIOR DECORATING
CIVIL WAR
WOODWORKING
ORGAN
FLIT ROCK RIFLE
DRAFTING
COMMERICAL ARTS
GUNSMITH
SHIP MODEL BUILDING
MODEL AIRPLANES
MOTORCYCLES

Take four pages of notes: 1 from interview
1 vertical file
1 filmstrip, book or encyclopedia
1 choice

PRODUCT:

Choose one:

1. 2-3 pages written report plus bibliography
2. Prepare a 5-10 minute demonstration with objects to show.
3. Fact file- collect facts and ideas important to study. Put on file card and hook together or file in file box. (8-10 cards)
4. Tape record interview with 5 minute talk about your subject to the class.

You should at least have 12 interview questions.

DUE DATE _____

MAGAZINE INTERVIEW RESEARCH

TOPICS:

FLYING THROUGH THE AIR (stewardess, pilot)
PAINTING WITH OIL
BEAUTY THROUGH EXERCISE
WHO'S CHARLIE BIRGER
TRAVELING TO THE HOLY LAND
MODERN FALL FASHIONS
WHAT ABOUT THE VALUE OF FAST FOOD RESTAURANTS
HOW TO BUY THE BEST HOME FOR THE MONEY
HOW TO TAKE CARE OF MY EYES
PREVENT TOOTH DECAY
THE BEST IN NEW SHOES
IS MY HAIR IN STYLE
WHAT ABOUT CAMPING

Four sources of information: 1 magazine, 1 interview, 2 choice

Products:

Choose one:

Game Board
Taped interview with pictures
Fact file of 10 cards
2-3 minute talk
Radio play

TOPICS FOR ADVANCED INDEPENDENT STUDY PUPILS

1. Presidential scrapbook (4 weeks 2 persons)
2. Current events study (2 weeks 1 person)
3. Design a city (3 weeks 1 person)
4. Judicial study (3-4 weeks 2 persons)
5. Cemetery study (3 weeks 1 or 2 persons)
6. Advertisement critic (1-2 weeks 1 person)
7. Puppet presentation of American history (3 weeks 2 or 3 persons)
8. Interview study of educational systems (3 weeks 1 person)
9. Comparative study of authors (Indiv. 2-3 weeks)
10. Make believe field trip (4 weeks 1 or 2 persons)

TOPICS FOR ADVANCED INDEPENDENT STUDY PUPILS

1. Current events study (2 weeks 1 person)
2. Slide research (2 weeks Indiv.)
3. Cartoon food or drink study (2 weeks 1 person)
4. Play presentation of history (2-3 weeks 1 person)
5. Design a city (3 weeks 1 person)
6. Cemetery study (3 weeks 1 or 2 persons)
7. Make believe field trip (4 weeks 1 or 2 persons)
8. Study of cars (2-3 weeks 1 person)
9. Study of interior decorating or landscaping (2-3 weeks Indiv.)
10. Sports tape (2 weeks Indiv.)
11. Inventors handbook (2 weeks Indiv.)
12. Pop record study (2 weeks Indiv.)

IDEAS FROM EVERYWHERE

1. PRESIDENTIAL SCRAPBOOK--- What's happened in southern Illinois or our town during each presidential administration?
2. PLAY PRESENTATION OF HISTORY---Think of an experience in history, and pretend you were there. Make yourself a character, prepare a play on the history use illustrations to indicate costuming. Tape your play.
3. SLIDE PRESENTATION OF HISTORY--- Take a set of slides, prepare written narration to go along with historical event.
4. DESIGN A CITY-- Study about how Washington D.C. was designed and design your own city. Indicate street layouts, parts, etc.
5. CEMETERY STUDY-- Select a small cemetery. (one by a small church) Study information about tombs, causes of death, history, etc. Take photos of unusual graves. Illustrate some history of the country regarding causes of death.
6. MAKE BELIEVE FIELD TRIP-- Select a state. Designate so much money for travel. Decide route to travel, mode of transportation, cost of food, lodging, sightseeing, write letters back to class members, etc.
7. PUPPET PRESENTATION OF AN AMERICAN. Select an outstanding American. Prepare a puppet presentation on the main events in that persons life. Provide background music to go along with this. Put it on tape.
8. POSTMARKS FROM U.S.-- Gather postmarks from different parts of U.S. and study geographicl locations of areas, historical events, etc.
9. COMPARATIVE STUDIES OF: school today and yesteryear, cooking, music homes today and yesteryear.
10. CRAFT MAKING OF: Dolls from natural objects, cornhusks, corncobs, nutheads, dried apples; Samplers, butter churning, johnny cakes, etc.

OTHER NEAT IDEAS KIDS LOVE TO DO

1. Spelling bees
2. T.V. shows, To Tell the Truth on Famous Americans
3. Comparative studies of Valley Forge and Mt. Vernon
4. Comparative study of historic account of Paul Reveres ride to poem
5. Study and cartoon uniforms, arms, and equipment of soldiers
6. Research George Rodgers Clark
7. Prepare a diorama: Boston Tea Party, signing the Dec. of Ind.
8. Prepare a newspaper as it would look of July 5, 1776.
9. Debate on major issues of The Revolutionary War.
10. Make a list of famous sayings from 1776 and new sayings.
11. Interview--- Research a historical character from Revol. War, then research present day personality.
12. Prepare a diary of events of sayings of Ben Franklin, John Hancock, etc.
13. Musical Research--tape music, of 1776, compare to todays, plus music of 2076
14. Games played in 1776
15. Recipe book of foods of the Revolutionary time.
16. Take poem "Paul Reveres Ride" and make into modern poem.
17. Bi-Centennial banquet for class.
18. Shoe box strategy--Choose a person of Revolution. Protray facts in minature replicas.
19. Make shield representing ones own background.
20. Prepare a time-capsule of items that would be important in todays history. Capsule will be opened in 2076.

Research Ideas

You must use three different sources: ideas-filmstrip, vertical file, books, encyclopedia, magazines, newspaper.

RELIVING HISTORICAL EVENTS

Read from 3 different sources about a historical event (Titanic, D-Day, etc.)
Product: Prepare 10 interview questions and pretend you are there and tape record

* * * * *

SECRET AGENT 008

Read about 3 different codes (Morse code, sign language, semaphore, skytall, etc.)
Product: Select 1 or 2 codes and demonstrate in class its use. Write your very own code

* * * * *

HOLIDAY TRADITIONS

Select from 3 different sources information about a major holiday.
Product: Prepare a holiday chart regarding items such as recipes, dances, music, costumes, origin, etc.

* * * * *

GHOSTS GHOSTS

Read from 3 different sources about ghosts
Product: Interview 10 people (with 3 questions each about ghosts), and put facts about ghostly sitings on 10 fact cards

* * * * *

SPORTS ROUNDUP

Select a sport and gather 3 sources of information on the topic
Product: Chart the dimension of the playing field; select 6-8 terms and define and draw a picture of each

* * * * *

LOCH-NESS--IS IT FOR REAL?

Read three different reports on Loch Ness
Product: Prepare either a tape or interview of the on-the spot interview with someone who saw the Loch Ness Monster

* * * * *

PEOPLE IN THE NEWS

Select pictures and names of 3 people in the news and read about them
Product: Prepare a radio interview of the three people

* * * * *

CARTOONING/COMIC STRIPS

Read about the development of the comic strip using 3 different sources
Product: Collect 5 comic strips drawn by the same person. Chart how they are the same and different

* * * * *

LINCOLN DIDN'T WATCH T.V.

Select one form of entertainment (movie, radio, T.V. opera, circus, etc.).
Read from 3 sources about its development over the last 150 years.
Product: Prepare a set of 3 survey questions regarding your favorite form of entertainment. Ask 10 people about their opinions. Prepare a 6 card fact file

* * * * *

IN THE YEAR 2000

Read part of a science--fiction story. Write on 10 fact cards important fact from the story and how they could be real or fiction

Historical Research Contract

You must work enough exercises to have a total of 180 points or more.

1. Prepare a bulletin board display depicting an event of historical significance which has occurred in the U.S. history during the last 200 years. (15 points)

2. Write a 3 page paper on things seen at the Saline County Museum. (15 points)

3. Conduct and tape record an interview with someone familiar with the founding and growth of Harrisburg. Trace the historical significance of the town. Turn in tape and written 3 page report. (25 points)

4. Attend a meeting of the Historical Society and take 2 pages of notes. (15 points)

5. Build a diorama of an important battle of the Civil War. This should be done in detail and care taken to the exactness of the battlefield strategy. (40 points)

6. Produce a chalk-picture of any important Illinois event. (15 points)

7. Make a mosaic of an important U.S. event or person. (25 points)

8. Construct your own puppets, build your own theater and present a play on some famous American. (40 points)

9. Make up a crossword puzzle using only important characters, events, or things that occurred in Illinois. (25 points)

10. Write a poem which deals with some famous American or famous historical event. 2-3 pages (20 points)

11. Prepare a class party for any special occasion or holiday that pertains to American History. Plan games, a theme, food, etc., to go along with the holiday. (20 points)

12. Free choice. (20 points)

13. Write a new "national anthem" for our country in the form of a poem. The poem (set it to music if possible) should be at least 3 verses. (20 points)

14. Construct a model of a fort used in the West during expansion into that territory. (40 points)

15. Prepare a bulletin board display of cartoons using your own captions to depict an historical event in a very humorous way. (30 points)

16. Write a 4 page report on the history of the Negroes in the U.S. (20 points)

17. Conduct a class discussion on "Which have Suffered more in this Country: Indians or Negroes?" (15 points)

18. Prepare a report on the building of the Panama Canal and its significance in the relationships between the U.S. and Central and South America. 4 pages (25 points)

Advanced Research

1. Current Event Study. Select a current event. Keep tabs on it for over a week using information from newspapers, magazines, T.V. Report must be written telling history on background of event, whether event is concluded.

2. Slide Research. Take a set of slides, prepare written narration to go along with slides. Use as oral presentation.

3. Food or Drink Scrapbook. Tell the life history from gathering info on a food or drink. Use pictures from magazines or draw own. May prepare it in cartoon form.

4. Play Presentation of History. Think of an experience in history and pretend you were there. Make yourself a character, prepare a play on the history, use illustrations to indicate costuming, etc.

5. Design a City. Select two cities that were predesigned. Study how they were designed. Take notes on each city and design your own ideal city. Indicate street layout, parts, etc. Tell where city is located, amount of people, etc.

6. Comparative Study of Authors. Read two books by the same author. Make a chart on cardboard dealing with comparison of characters, style of writing, recommendations of choice of books and why one book is preferred over the other.

7. Judicial Study. Study the court room procedure. Learn about the judicial system nationally, statewide, and locally. Prepare a comparative chart of three areas dealing with similiarity, differences, etc. Interview attorney, visit the court house, etc.

8. Cemetery Study. Select a small cemetery. (one by a small church) Study info about tombs, cause of death, history behind deaths; interview someone about the beginning of the cemetery; take snapshots of unusual graves. Prepare in scrapbook form, possibly to be presented to the church's research project.

9. Advertisement Critic. Prepare a comparative chart on a product (ex. deodorant). Select five or more brands, find clippings out of magazines, trace cost of items at 3 stores, check ingredients, descrepancies in advertisement, make a decision on best product based on what you've discovered.

10. Make believe Field Trip. Select a country. Designate $3,000 for travel and other expenses. Decide on mode of transportation there, daily costs, airlines, shots, passport, visas, hotel accomodations, day by day itinary, food, clothing taken. Prepare two letters for class describing trip. Prepare a scrapbook.

11. Pop Record Study. Take your favorite pop record. Study the words and prepare a booklet with pictures to go along with the words.

12. Study of Cars, Past, Present, Future. Design future cars, chart how they are different in 10 categories or more. Interview a car dealer. Illustrate with pictures, prepare categories showing the difference.

13. Study of Interior Decorating. Plan and design (or redesign a room in your home.) Set up to scale model. Take a field trip and interview a furniture store employee. Possibly get fabric samples, drapery samples, etc.

Advanced Research

Required: Five pages of notes, 1 from a magazine, 4 choices, choose one product

Topics: HOLIDAY HISTORIAN
Pick a holiday--gather research on origins and customs of holidays in at least 2 countries.
Product: Scrapbook with pictures from magazines and written narration
Make own filmstrip with tape
Prepare a fact file of 15 cards dealing with research

Topics: BOTANISTS
Select 5 plants suitable for indoor growth. Find out where grown, natural habitat, etc.
Products: Bring plants (live demonstration with showing and telling about each)
Prepare a slide show with narration
Prepare a game board with information

Topics: TOWN CRIERS
Research the natural wonders that attract tourists to Illinois
Products: Slide show with narration
Scrapbook of pictures with notations
Prepare a game board with information

Topics: APPAREL RESEARCHER
Study and research history of clothing. Select one area: shoes, trousers, hats.
Product: Filmstrip with narration
Scrapbook of artwork of articles with written explanation
Puppet show with narration

Topics: ANIMAL ZOO
Research five different kinds of animals belonging to one group. Talk about where they live, food, etc. Make this study about non-domestic animals.
Product: Slide show with narration
Scrapbook of pictures
Prepare a fact file of 15 fact cards

Topics: MEDICINE IN THE NEWS
Study about the most recent scientific trends in medicine
Product: taped radio play
4 page written report
Fact file (15 cards)

Topic: ELVIS PRESLEY'S DEATH
Research how the composer died, new ideas on his death
Product: Talk on his death
Scrapbook of pictures with narration
3 page written report

Advance Research

Topic: READ ABOUT GHOST REPORTS
Study about real ghostly happenings
Product: Prepare an on the spot radio broadcast about interviewing at a ghostly site.
Prepare a fact file of special ghost sitings
Prepare a ghostly puppet show

Topic: IS BIGFOOT REAL?
Read about the monster
Product: Taped radio play of on the spot coverage
fact file
puppet play

Topic: DISCO MANIA
Research start of disco and how the style of music is different than other music.
Altogether study two types of music and make comparisons.
Product: Bring in records or tapes of songs and present songs with dance demonstration.

Topic: HALL OF FAME COORDINATOR
Research 5 persons recently admitted into the Baseball Hall of Fame
Product: Bulletin board display with pictures
Slide show with narration
Taped interview with persons

Topic: HURRICANE HAPPENINGS
Research about hurricanes
Product: 3 page written report
Radio broadcast
Puppet play

Topic: OLYMPICS HERE I COME
Select a sport in the Olympics and study about its history
Product: Scrapbook
Written report (3 pages)
Interview of famous sports figure (on tape)

Topic: UFO'S-- ARE THEY FOR REAL?
Research about UFO'S and their history
Product: Game
Radio broadcast
Fact file

INDEPENDENT STUDY GROUP PROJECT

CLASS SCRAPBOOK

PRESIDENTIAL SCRAPBOOK Have entire class work on presidents. Each person is responsible for finding one page of information on his president. In this information include where he was born, family, political experience before becoming president, and achievements during presidency. Pictures of the presidents should be put on each page of the scrapbook.

SCRAPBOOK OF STATES Each person will work on these things about each state: Small poster advertising state, state flag, flower, bird, etc. history of state, famous people of state, main cities, mountains, rivers, products.

VIDEOTAPE

Historical Segment of History. Talk about our nation's history. May involve the whole class in taping segments of key parts of history or prepare a slide show of this.

PLAN YOUR OWN T.V. SHOW On any topic, any story, any news item, let everyone in the class be in the play. Will there be a commerical?

PROPOGANDA Design your own T.V. commercials representing propaganda techniques.

TAPED RADIO PLAYS

Prepare one minute news broadcast of each of these events. Have appropriate music, etc.

People who climbed Mt. Everest
Bermuda Triangle
Loch Ness Monster
Big Foot
UFO's in Mississippi
The Sinking of the Titanic
The Great Chicago Fire
Crash of Hindenberg
Kon Tiki
Dracula
The Disappearance of Amelia Earhart
San Francisco Earthquake

WRITE YOUR OWN BOOK

Group in pairs of 2 or 3. Write your own story. Do illustrations. Make a book together. Choose an interesting topic.

Individual and Group Research

ADVENTURE SERIES

TOPICS

Space Gods
Close Encounters of the 3rd Kind (UFO'S)
Yeti
San Francisco Earthquake
Mystery of Easter Island
Bermuda Triangle
Tornadoes (disaster in Illinois)
Sinking of Titanic
The Great Chicago Fire
Crash of Hindenberg
People who scaled Mt Everest
The Disappearance of Amelia Earhart
Loch Ness Monster

You must find information from three sources of your choice.

Product: Class product of taped filmstrip or slide show

Individual and Group Research

HISTORICAL SERIES

TOPICS THE WAY IT WAS

Charlie Birger
Saline County Court House
Flood of 1937
Indians of southern Illinois
County Jail
Hangings in county
Outlaws of Cave-in-Rock
Folklore of southern Illinois
Coal mining in Illinois
History of sports in Harrisburg
Old Slave House
Old downtown Harrisburg

You must find information from three sources, one could be an interview

Product: Class product of taped slide show or videotape

CLASS PROJECT RESEARCH

Story of dogs

Animal training
Animal health
Animal grooming
Animal caring

Source of information: 4 sources: 1 page interview (10 questions), 1 page fieldtrip experience, 2 other sources

Process: fill our contract, research, set up interview questions

Class product: Choice: VTR play, or filmstrip show, or slide show presentation with tape (4 pictures per visit)

Story of Japan

Japanese food
Japanese dress
Japanese sports
Japanese customs
Japanese sites
Japanese festivals

Sources of information: 4 sources: 1 page interview (10 questions), 1 page fieldtrip experience, 2 other sources

Process: fill out contract, research, set up interview questions

Class product: Choice: filmstrip or slide show presentation with tape

Story of personnal card

Care of eyes
Care of hair
Care of body
Care of complexion

Sources of information: 4 sources: 1 page interview (10 questions), 1 page fieldtrip experience, 2 other sources

Process: fill out contract, research, set up interview questions

Class product: Choice: puppet show or VTR play

SPOOKY CONTRACT

Name_____

Cemetery Card Titles1._____ 2._____
3._____ 4._____

Cemetery Investigation Areas

1. Record epitaphs: Shortest _____
   Longest _____
   Most Unusual _____
   Saddest _____

2. Record 5 unusual last names:1. _____ 2. _____
   3._____ 4. _____ 5._____

3. Record 5 unusual woman's first names:1. _____ 2. _____
   3. _____ 4. _____ 5. _____

4. Record 5 unusual men's first names:1._____2. _____
   3. _____ 4. _____ 5. _____

5. Record and draw on back 2 unusual designs on tombstones.

6. Record the 5 oldest death dates on stones: 1. _____ 2. _____ 3. _____
   4. _____ 5. _____

7. List the people's names, birth, and death dates who lived to be at least 100.
   1. _____ 2. _____ 3. _____

8. Record the number of children (age 5 and under), see if it tells the cause of death. _____

9. Record the year that most people seem to die. I wonder why?
   _____

10. Talley the number of people who died in 1900's _____

    1920's _____ 1930's _____

    1950's _____ 1960's _____

    1970's _____

11. Record the most interesting shapes of tombstones. Draw on back

12. Record the name of the largest relative burial site. _____

ILLINOIS CONTRACT

I _____ have read and thought about the attached list of activities and agree that during the next _____ weeks I will complete at least 5 of the activities below.

1_____
2_____
3_____
4_____
5_____
6_____
7_____
8_____
9_____
10_____
11_____
12_____

Student's Name _____

Teacher's Name _____

1. What I like best about Illinois: This should be a written paper of at least two pages in length. Your knowledge, your personal opinions, your research, and your creative writing ability will make this a pleasure to read.

2. Pick out an annual Illinois celebration. Write a short interesting story on its origination, activities, approximate dates and any other interesting information. Then make a poster to advertise the event. You will probably want to send away for information.

3. Use Illinois newspapers as daily news sources for articles about Illinois (history, government, industry, new sources, etc.). Organize the articles and pictures you select in a booklet.

4. Collect information about our country history. You will probably need to do some visiting. Be sure to talk to "old timers". Assemble your information into a booklet.

5. Indians Illinois history has been enriched with many Indian tribes. Either choose a tribe or an outstanding individual and make a thorough study. Then decide the best way to show your work—construct a miniature village, create a poster, costume dolls, a puppet show, etc.

6. Draw two outlines of Illinois using either 12 x 18 or 18 x 24 poster paper for each. Choose two outlines to show neatly in ink and color code a key: Major rivers, cities over 25,000, tourist attractions, parks and recreational areas, routes of early explorers, historical sites.

7. Promote Illinois Pretend you are employed by the Illinois Development Commission. Prepare a newspaper or magazine advertisement to entice people to either vacation in Illinois or move here.

8. Plan a weeks vacation in illinois. Plan each days itinary and what will be seen, where you will stay, etc.

9. Make up a game about Illinois. Put it on paper and teach the class how to play it.

10. Create a shoebox diorama of one of the following: Illinois' agriculture products or Illinois' industrial products.

11. Write a brief summary and illustrate maps to show your knowledge of famous explorers in Illinois.

CREATIVE BOOK REPORTING

You must have a total of 15 points:

8 pts. 1. Pick three characters. Design 3 puppets and costumes for each.

3 pts. 2. Make a poster advertising the book.

10 pts. 3. Make a roller movie of important events of the book by drawing a series of pictures on a long sheet of paper fastened to 2 rollers. You should have at least four scenes: saddest, exciting, best, ending.

4 pts. 4. Write a ½ page of information about
   a. The most exciting part (½ page)
   b. The part you liked best (½ page)
   c. The saddest part (½ page)

3 pts. 5. Make a list of 10 new words that you found in the book. Prepare a definition of each.

1 pt. 6. Write a letter to a friend recommending the book. (1 page)

2 pts. 7. Prepare a one page report about the author and oth r books she he wrote.

7 pts. 8. Make a mobil of the main characters.

3 pts. 9. Pretend you're a news reporter. Write a 1-2 page interview with the characters.

5 pts. 10. Prepare a puzzle using characters, locations, different ideas from the book.

1 pt. 11. Tell why or why not you liked the book. (1 page)

4 pts. 12. Write a 1-2 page poem telling the main ideas of the story.

2 pts. 13. Get a group (before class) to dramatize three scenes from the book.

9 pts. 14. Prepare a 2-4 minute review of the book with sound effects, music, etc., on tape.

6 pts. 15. Pretend you're an artist for the book. Draw three pictures to go along with:
   a. The most exciting part.
   b. The ending.
   c. The most interesting part.

DINOSAUR CONTRACT

Choose six of the items below

1. Design and make a birthday card for a dinosaur.

2. Make dinosaur puppets and write a play.

3. Make weapons and tools by tying stones to sticks and bring to class.

4. If you were a dinosaur who had been frozen in the ice age and suddenly were thawed out in N.Y. City, what would you see that would surprise you? What would you think of electricity, the buildings, etc.? Write a 2 page story.

5. Design 6 want-ads for a newspaper. What you want is a watchman for your pet dinosaur.

6. Write four commericals for a dinosaur pet store.

7. What are all of the things that you may have caused the dinosaurs to become extinct?

8. What was North America like when the dinosaurs lived? Can you make a map of that time or create a shoebox diorama?

9. Create a dinosaur display with models made by each student. Make a story and tape background music of dinosaur sounds.

10. Review filmstrips in the library about dinosaurs. Take 3 pages of notes and write a 2 page poem from your notes.

11. Do we really know how much a dinosaur weighed? How would you weigh a dinosaur? If you make a dinosaur, weigh it—measure it. How long is the tail? What size hat and gloves would it wear? Measure it in inches, feet, centimeters, and meters?

12. Prepare 5 recipes for dinosaur food.

13. Is the Jabberwock a giant dinosaur? Read the poem Jabberwocky by Lewis Carroll. Act out the poem in a play.

14. Pick one of these and write a creative story 3 pages in length.

    The Stegosaur that Cried.
    The Great Dinosaur Mystery.
    The Brontosaur that Laughed.
    The Ant and the Dinosaur.
    The Tryannosaur that wouldn't Fight.

A RESTAURANT ALL MY OWN

by: Nan Nuding

1. Draw a picture of the outside of your restaurant. (use pens, pencils, crayons, markers, etc.)

2. List 8 jobs in your restaurant. List 5 qualities you will look for in people you hire. Design an application blank.

3. Try writing/printing the name of your restaurant in a variety of ways. Pick your favorite way as an official title.

4. Design a menu for your restaurant.

5. Design a billboard advertising your restaurant.

6. Make a special food creation. Something you think up yourself. Name it and write the recipe.

7. Write an advertisement for the radio urging people to come and eat. Be sure its catchy!

8. Draw a blueprint (floorplan) of your restaurant.

9. List 4 reasons why you would like to own your own restaurant. List 4 reasons why you would not like to own your own restaurant.

10. Make a price list chart.

11. Pretend business is bad.. what are some things you might try to improve it.

12. Many things in a restaurant have feelings but are not alive. How does a milk shake maker feel? What would a cash register say if it could talk? Write a 2 page story on how something feels about being in a restaurant.

INDEPENDENT STUDY MINI-PROJECTS

Approximate time to complete: 4 weeks

1. INTERNATIONAL BIOGRAPHER

Select a current world leader and picture each week. Bring in picture and ½ page information on person.

2. CURRENT EVENTS REPORT

Pick an area: Food, sports, design, government, etc. Bring in news article weekly about that area.

3. TAPE A SOUND DETECTIVE

Each week bring in a tape-recorded segment of a variety of sounds. The class will write a story about what's happening.

4. ELECTION PREDICTOR

Select four persons running for political office. Each time, bring in one candidate's picture and positive ideas of candidate.

5. KEEPER OF DATES

Bring in each week for four weeks a calendar of unusual dates for the months of Oct., Nov., Dec., and Jan.

6. POEM SELECTOR

Bring in each week two poems (either handwritten or copied) which are written by a famous poet. Topics should be on fall or ideas from certain months.

7. SPORTS WRITER

Each week provide information dealing with a local sports event--use newspaper pictures and clippings.

8. POLAROID PHOTOGRAPHER

Using your own polaroid, each week bring in two photos with description of: school personalities, special school events, or building in town.

9. SYMBOL HISTORIANS

Find a symbol weekly used by T.V. programs, newspapers, magazines, advertisements.

10. CLASS PORTRAIT PAINTER

Sketch a person in class each week and bring for display.

CORRELATIONAL RESEARCH

OBJECTIVES: To introduce students to one of the major kinds of research
To involve students as active participants in doing correlational research.

HYPOTHESIS: More crimes occur at night.

ACTIVITY: The purpose of this research would be to see if there is a correlation between crime and a specific time of the day or night and to investigate possible reasons.

QUESTION: Do more burglaries occur during the day or night?

To conclude research, as the following:

Was the hypothesis proven correct?

What inference, if any can be drawn?

Do we need a more carefully controlled experiment? Why?

Do we need to set up the experiment differently? How?

CHART OF BURGLARIES BY DAY AND TIME OF DAY

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Total
12- 2 A.M.								
2- 4 A.M.								
4- 6 A.M.								
6- 8 A.M.								
8-10 A.M.								
10-12 A.M.								
12- 2 P.M.								
2- 4 P.M.								
4- 6 P.M.								
6- 8 P.M.								
8-10 P.M.								
10-12 P.M.								
TOTAL								
8 P.M. to 8 A.M.								
8 A.M. to 8 P.M.								

Up Periscope! Dallas: Dallas Independent School District, 1977.

DEVELOPMENTAL RESEARCH

OBJECTIVES: To involve the students as active participants in doing developmental research.
To involve students in a cross-sectional study of grades one, three, and five and from this data project attitudes about school for grade six.

HYPOTHESIS: Student attitudes can be projected by data obtained through questionnaires.

ACTIVITY: Give students the questionnaire, "School Attitudes". Students will make hypotheses by filling in the questionnaires (one questionnaire for each grade level) as they think students in grades one, three, and five would respond.

Each student will then be given three more questionnaires. The student will then interview a first grader, a third grader, and a fifth grader using the questionnaire.

Using the date obtained, they will then test their hypotheses and project any trends they may see for those students when they reach the sixth grade. As if hypothesis was correct.

SCHOOL ATTITUDES	My answers						Students' answers					
	Gr.1		Gr.3		Gr. 5		Gr.1		Gr.3		Gr.5	
1. I enjoy the things I do at school.	y	n	y	n	yes	no	y	n	y	n	y	n
2. I wish I didn't have to go to school.	y	n	y	n	yes	no	y	n	y	n	y	n
3. I like to go to school.	y	n	y	n	yes	no	y	n	y	n	y	n
4. School is a fun place.	y	n	y	n	yes	no	y	n	y	n	y	n
5. Going to school is a waste of time.	y	n	y	n	yes	no	y	n	y	n	y	n
6. I don't like the thing I do at school.	y	n	y	n	yes	no	y	n	y	n	y	n
7. For me school is a happy place.	y	n	y	n	yes	no	y	n	y	n	y	n
8. Doing well in my school work is important to me.	y	n	y	n	yes	no	y	n	y	n	y	n
9. I like to learn new things.	y	n	y	n	yes	no	y	n	y	n	y	n
10. I feel good about my school work.	y	n	y	n	yes	no	y	n	y	n	y	n

Names of students interviewed: _____

_____

_____

Up Periscope!, Dallas: Dallas Independent School District, 1977.

CASE AND FIELD RESEARCH

FAMILY INFLUENCE ON VOCATIONAL CHOICES

OBJECTIVES: To involve students in a case study
To study family influence in choice of vocation

HYPOTHESIS: Employment choices made by parents and ancestors influence children's choices of vocation

ACTIVITY: Each child investigates his background for types of employment record. From the data gathered, determine trends or patterns in types of employment (manual or intellectual, rural or urban), and from these trends have students predict what employment that they may possibly choose.

RECORD OF EMPLOYMENT

PERSON (Father's family)	EMPLOYMENT			
Father				
Mother				
Aunt				
Uncle				
Grandfather				
Grandmother				
Great Aunt				
Great Uncle				
Great Grandfather				
Great Grandmother				
(Mother's family)				
Aunt				
Uncle				
Grandfather				
Grandmother				
Great Aunt				
Great Uncle				
Great Grandfather				
Great Grandmother				

Up Periscope! Dallas: Dallas Independent School District, 1977.

DESCRIPTIVE RESEARCH

HOROSCOPES

ACTIVITY: Students will conduct a simple survey of 75 people and their attitude toward the reading of horoscopes. The 75 people surveyed will make it possible for each person to interview more than 5 persons.

Survey

Person 1 2 3 4 5 6 7

1. How often do you read your horoscope in the newspaper? Everyday, occasionally, never
2. Do you believe in horoscopes? yes no

3. Do you know your sign? yes no

4. How often do you feel your horoscope applies to you on a daily basis? everyday often never

5. Do you know the characteristics of your sign? (Example: Gemini people have very up/down personalities; varied interests) If you answered yes, please list two: A. B. yes no

6. Do the characteristics of your sign fit you? yes no

Person 1	1.	2.	3.	4.	5.	6.
Person 2	1.	2.	3.	4.	5.	6.
Person 3	1.	2.	3.	4.	5.	6.
Person 4	1.	2.	3.	4.	5.	6.
Person 5	1.	2.	3.	4.	5.	6.
Person 6	1.	2.	3.	4.	5.	6.
Person 7	1.	2.	3.	4.	5.	6.

HYPOTHESIS: Although a substantial number of people read their horoscopes regularly, few are actually affected by them or feel they actually apply to their lives.

CONCLUSION: Have students analyze the data collected and graph the results to prove or disprove their hypothesis.

Up Periscope! Dallas: Dallas Independent School District, 1977.

INDEPENDENT STUDY FIELD TRIP DESCRIPTION

Place visited: Date: Name:

I wish I could spend more time finding out about? ? ?

Most interesting thing I learned? ? ?

The thing I enjoyed least about the visit? ? ?

Something I'd want to tell my friend about the visit? ? ?

If I could photograph my favorite thing, this is what it would be? ? ?

My final feelings about the visit? Good ideas or bad ones? ? ?

The single most important thing I learned? ? ?

If I could change one thing about the visit, this is what it would be? ? ?

INDEPENDENT STUDY

QUESTIONS FOR INTERVIEWS Student_____

Person interviewed:

Job position and location:

1. What do you do on the job?

2. Did you have to go to school to do this job?

3. What is the range of salary on this job?

4. Is there a special way of talking in your job? Do you use special words?

5. Was this your first job choice? What would you rather do for a job?

6. What part of your job do you like best? Why?

7. What part do you wish you didn't have to do? Why?

8. How does your job affect your personal life? Do you work nights? Are you tired when you get home? Do you have to work around noise?

9. How much leisure time do you have?

10. What inventions could put you out of work?

11. Do you work more during some seasons?

12. Do you move to other places for your work?